

PARENT AND CHILD

Dr. Syed Shamima Bano



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AND
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CHAPTER 1

Introduction

1.1 THEORIES OF ORIGIN OF FAMILY

Family plays significant role in the education of the child. It is thought to be the first social agency which fosters/develops social traits in children. It also offers economic protection to the child. People have tried to trace the origin of this social agency. Three main theories have been presented regarding the origin of family.

(i) The Classical Theory

Plato and Aristotle stated that the family was first patriarchal. The women-centred families seemed to be a product of civilization and the father centred family was more primitive and natural.

(ii) The Evolutionary Theory

In the later nineteenth century the study of primitive peoples was first carried out carefully and the evidence showed that human society had not been originally a patriarchal. Infact, it seemed more probably to have started with something like matriarchy, or at least women-centred family. The mother child bond was the only stable and certain family relationship. Under conditions of poverty and scarcity there tended

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to be female infanticide leading to a surplus of males. This led to polyandry and later on with increasing food supply the sex ratio decreased. Man could afford to keep more women as a luxury and in this way polygyny developed. Finally, maturing ethical ideals and the demand for justice led to monogamy. During the earliest stages of promiscuity and polyandry the woman child relation was the centre of family. The child was personally related to its mother only. Under the polyandry the identity of father was of course uncertain. But under polygyny, with a surplus of women and wealth, the centre of power in the family was tied with man. He was the owner of his wives and children. The evolutionary theory of family is associated with Herbert Spencer. (iii) Westermarck's in 1929 carefully went through the accumulated data upon primitive peoples and came to a different conclusion. The main pattern he could see was monogamy. Cases of promiscuity, polyandry, and polygyny seemed to be temporary aberrations, man had not evolved toward monogamy but had always been fundamentally monogamous, other patterns were merely pathological and temporary development.

This theory appeared to be more confronting than Spencer's theory because it gave a perfect sense of security about human nature. Malinowski who leans toward the Westermarckian type of thinking says that "monogamy is, has been and will remain the only true type of marriage".

The theories so far discussed were over concerned with certain aspects of the family particularly, the numeric form of mating relations. Now the question about change in the family emerges here. What is the general trend of history as regards the existence, the distinctiveness, the function and the role of the family in the larger society? Is the family tending to disappear, as some have claimed and, if so, in what sense? These are the real questions which help us to understand the role of family in the society. In the material purporting to answer these questions, two general types of theory appear. First, the Oscillatory or Cyclical Theory, which holds that family institutions swing like a pendulum (leplay). The second theory one-way or linear change was presented by Lowell. Lowell said, "there is a tide in the affairs of men, but there is no gulf stream setting forever in the same direction".

1.2 FAMILY ORGANISATION AND ITS PATTERNS

Psychologists emphasize that “tender loving care”, or good parenting is the most important element in an infant’s experience. The love and affection shown to children at any stage in general and at early stage in particular leave permanent impression on the various developmental aspects of the child.

The family is important because it comprises the people in whose company the child feels free to do all the things. The great thing about families is the love their members have for each other, but that is only part of the truth. The most beautiful treasured moments of one’s life may be with one’s family but some of the worst moments one may experience with the members of the family, and these moments are also very important from the point of view of education of the child.

The core unit of kinship is the nuclear family (a husband, his wife and their unmarried children). In several societies nuclear family is not usually independent. The extended family is made up of the nuclear family plus various other relative such as grand parents. The nuclear and extended families are sometimes called conjugal and consanguine respectively.

The extended family usually consists of a husband, his wife and their sons, plus the sons’ wives and children. In some cases, however, the daughters bring husbands home and husbands become the part of the extended family. In our country we have joint family. The oldest male is the head of the family, but he cannot dispose of the family property. In modern India, females are also entitled to a share of the property. The joint family is slowly vanishing especially in cosmopolitan cities due to economic and other reasons. The institution of joint family is still favoured by the majority of people.

A composite family is formed when nuclear families live together in a single household. Besides the extended family, another important type of composite family the polygamous family also exist in which there are several wives of husbands. A polygamous family may be either polygous or polyandrous. Polygyny means “several women” and refers to the marriage of a man to more than one wife. Often the various wives are sisters, polygyny is widespread. It is rarely possible

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for the majority of the men in a society to have more than one wife. This is because the ratio of males to females is nearly equal in all human populations and remains so unless it is changed by extreme events such as war or female infanticides. In order to give man an opportunity to have more than one wife, the polygynous societies often watch young wife can marry into another polygynous household.

Polyandry (which means "several men") refers to the marriage of a woman to more than one husband. This form of family is extremely rare. Its most common form is the sharing of a woman by two or more brothers. Polyandry is usually permitted as the last resort in very poor societies in which female infanticides is institutionalized.

1.3 PARENTS AND THEIR CHILDREN

Parents are attached to their children through filial affection. They are anxious about their future life, physical safety, the way they behave and worry about their academic achievements. The main responsibilities of parents to their children may be described with the help of research studies done by Baldwin¹ and Schaefer². They have described various types of parents namely, over-possessive parents, rejecting parents, authoritarian parents, over-permissive parents and democratic parents.

(i) Over-Possessive Parents

Possessive parents combine over affection with the tendency to over-protect. A child is more precious to these parents and they are so anxious for his welfare and his safety that they over-protect him. Many of these parents had an unhappy childhood and, reflecting upon this, say that they had been deprived of parental affection. In their determination that the same would not happen to their own children, they become over affectionate or over-indulgent.³

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1. Baldwin, A.L., Kalhorn, J., Breese, F. H. "Pattern of Parents Behaviour", Psychological Monographs, 58, No. 263, 1945.
 2. Schaefer, F. E., Bayley, N. "Maternal Behaviour, Child Behaviour and their inter-correlations from infancy through adolescence", Monographs Society Research in Child Developments, 2(Serial No. 87), 1963.
 3. Levy, D. M., Maternal Overprotection, Columbia University Press, New York, 1943.

Parents may not be consciously aware of this emotional involvement, but they do reveal it by excessive fondling and a general anxiety about the child's safety that prevents them from allowing him to be independent, to explore alone, to adventure with other children. The demand for more affection than he is able to give confuses a child and the reproach may cause a depressive feeling of guilt. Children of possessive parents are generally apprehensive, as if the world were a dangerous place.

(ii) Rejecting Parents

Not only do these parents reject their children, but they show a general indifference to their children's safety, and a lack of real concern for their personal and social development. In this sense, they are quite the opposite of over-possessive parents. They may also neglect their children physically.

Children of rejecting parents show characteristics similar to those who are brought up in an institution where the staff is too small to give individual and personal care and encouragement. Thus, the children tend to be retarded in the development of their physical and social aspects.

(iii) Authoritarian Parents

Parents who are authoritarian combine over-control with lack of warm affection. The control may be obtained through moral precepts with little or no physical punishment. An extreme approach of this sort may be based upon religious convictions of a fundamentalist kind under which a child is supposed to be obedient submissive to his elders.

The authoritarian parents are convinced of the value of obedience, orderliness and control. They adapt a philosophy of strict upbringing involving mandatory routines and unquestioning obedience which they may justify as a determination not to spoil their children. Often they are themselves over-controlled and their control of their children is a reflection of this.

There are two main effects on children of authoritarian parents where control is predominantly by moral precept, the child becomes socially timid and nonassertive, when it is imposed by means of severe

physical punishment, the child is the opposite-socially outgoing and aggressive.¹ The over-control and the demands for absolute obedience seem to suppress children's originality, creativity and the growth of social skills. The child becomes confused and develops anxiety. It is a known fact that when the environment is unequivocally cold, hostile and punitive a child tends to be other than obedient, submissive, polite and so on. The authoritarian parents, is like the rejecting parent *i.e.* one 'passively rejecting' and the other 'actively rejecting'.

(iv) Over-Permissive Parents

These parents allow a child to do more or less exactly as he wishes. Usually, they are over-indulgent so that the child is given far more freedom than he reasonably needs. It is sometimes difficult to distinguish between the over-permissive and over-possessive parents. Both tend to be indulgent and unassertive. But there is a difference. The over-possessive parent is anxious whereas over-permissive parent is unable to assert. The children tend to be unstable and show swings of mood and behaviour from confidence to lack of confidence, from independence to dependence, from control to lack of control, from friendliness and sociability to hostility and aggression. Thus, the children of over-permissive parents present the picture of the typically 'spoilt' child disobedient, rebellious given to frequent temper tantrums, excessive in their demands on other people, dominating over other children.² They misbehave partly because they have no external control to protect from their own impulsiveness. These children may show the same kind of inconsistency as do the children of possessive parents, being model children at school and terrors at home. The reason for this could be that the school, in contrast to the home, provides an ordered and controlled environment which makes such children less anxious.

(v) Democratic Parents

There are two types of democratic parents *i.e.* the 'cold democratic' and the 'warm democratic' parent. Cold democratic parents do not

1. Baldwin, A.L., "Socialization and Parent-Child Relationship", Child Development, 1948.

2. Symonds, P.M., "The Psychology of Parent-Child Relationship", Appleton Century Crafts, New York, 1939.

express warm affection and they are direct, rational and unemotional. The child is given opportunity to realise why he should do this and should not do that. He is given freedom to express his own ideas. But on lack of warmth, a deliberate detachment from the child appears. On the other hand the warm democratic parent has many of the characteristics of the cold democratic parent-giving the child freedom to express his own ideas, and encouragement to develop various skills. But they are sympathetic as occasion demands, and to be affectionate without that excess of fondering which confuses a child. They observe their children objectively and assess their behaviour.

At school, children of democratic parents are independent, responsible and co-operative.¹ A word of caution should always be kept in mind *i.e.* parent-child relationships are complex and it is not possible to isolate all the nuances within the kinds and degrees of affection shown, control exercised, demands, made, and so on. It is only the broad categories that have been described above. Thus, all parents may fall into the categories described above.

1.4 HOW PARENTS VIEW BEHAVIOUR OF THEIR CHILDREN ?

Sensible Parents usually show following tendency while dealing with their children :

(i) The parents tend in general to underestimate the quality of their own treatment of their children and judge over-generously the responses made by the children. The reason for this feeling is that the parents think themselves better than they are and think the children worse than they are.

(ii) The parents respect his need and pursue his own health and happiness effectively by planning becoming arbitrary or mean. Therefore, the first duty of parents to their children is to live happily themselves.

(iii) Sensible parents communicate their feelings to their children

1. Anderson, J.P., The Relationship Between certain aspects of Parental Behaviour and attitudes and the Behaviour of Junior High School Pupil, "Teacher's College Contribution to Education, No, 809, Columbia University Press, New York, 1940.

and wish that the children should keep them informed of their difficulties.

(iv) The parenthood stresses service rather than sacrifice and most of the parents demonstrate it.

(v) The parents try to understand more clearly and accurately the children's expression of needs and try to fulfil them as much as they can.

(vi) The parents wish that the children should follow the principles and code of conduct adopted by the family. For example, a principle might be adopted that any person would generally 'wait upon' another when requested.

(vii) They try to help the child to develop many positive values and interests and to minimize aversions and dislikes.

1.5 EDUCATIONAL CLIMATE AND ITS IMPACT ON CHILDREN

The parents and the teachers are the two main agents for the effective education of the children. The educational climate depends on the behaviour of parents and teachers. There are three main categories of educational climate namely, authoritarian, laissez-faire and democratic.

In an authoritarian climate both parents and teachers act as a strict disciplinarian. They give orders and instructions in a decisive manner, implying that they must be obeyed or followed without question.

In the Laissez-faire climate there is no ordered routines. The element of flexibility is observed in the relationships between the children and the parents/teachers.

An authoritarian climate has certain advantages. The procedures are prescribed so that children should know what has to be followed. In contrast to a Laissez-faire climate, it is consistent and predictable. Children do not experience the anxieties which result from lack of control. There are also drawbacks of the authoritarian climate. The strict prescribed environment inhibits children's natural inquisitiveness and individuality of thought and expression. Children become obedient but to the detriment of their originality and creativity. The children

do not experience any social interaction and thus they lose the educative value of discussion and exchange of ideas amongst themselves. The children become guarded in what they say and inhibited about asking questions. By contrast, children in a democratic climate behave more spontaneously, volunteering suggestions and asking questions. In this climate children are more ready to attempt a new skill and are relatively independent.

Education is a human process and more specifically it is a social process. The educational process is not confined to the four-walls of the schools. The child can get education at any time and at any place. All those who come into contact with him automatically become his teachers. At present role of family is being emphasized and the parents should realise their responsibilities in this direction.

1.6 SIGNIFICANCE AND SCOPE OF THE PRESENT INVESTIGATION

Education is treated as a source of illumination leading human beings properly adjusted to various spheres of life. It is an established fact that education is of utmost necessity for effective and efficient learning. Education is treated as the third eye of man which enables an individual to see the affairs of the world. The adults provide education to the younger generation to inculcate in them such experiences as may help them to grow physically, morally, emotionally etc. Man from his very birth comes into contact with other members of the society and is influenced directly or indirectly by them. His actions and reactions, adjustments and readjustments and responses to those who come to his close contact is but natural. The human growth is meaningless unless it takes place in social environment. It is, therefore, suggested by the experts that any sort of profitable experience which is to be provided to the child can not be done in social isolation but of course in relation to the other constituents of the society.

There are four groups of persons who play perinent role in the efficient functioning of education namely, the teachers, the educational administrators, the government and the parents. Out of these four groups the parents have a positive role to play in the educational process of the child. It is an established fact that education is concerned with

‘the whole personality of the child’ and child’s unique potentialities’¹. There are mainly two types of education, formal and informal. The Home, society, religious institutions and other voluntary organisations are the agencies of informal education. Home definitely has the main role in the informal education of the child and its effect is paramount. The awareness on the part of the parents for their children is essential for the total and all-round growth and development. There is no denying fact that the atmosphere under which the child grows has a marked effect on his personality but parental care and attitude go a long way in shaping the total balanced personality of the individual. The parents want that their children should carry on according to what they feel they should in such cases never try to impose things on them. Such an imposition may make the children unable to think independently and as such may suppress their original thinking and creativity. These days economic factors have made people more busy. They do not get time to devote for the education of their children. The role of the family has thus lost its creditability and children are exclusively exposed to formal education. It is the family which has the responsibility for creating a congenial academic atmosphere so that the children may be motivated towards positive direction. This type of atmosphere can only be possible if the parents are aware and provide facilities to their children. Negligence on the part of the parents leads the children towards the poor adjustment and academic achievement. The parents are busy in other affairs and are not aware about the necessities and needs of their children. For achieving desirable end in terms of children’s academic scholastic achievement parental pressure or awareness is a must. The parents should realise their responsibilities in this regard otherwise children will grow in wrong direction.

To the question, “what do plants require in order to grow”? The simple answer may be given : Air, water, sunshine and soil”. Plants are so formed that their growth and well being depend upon their obtaining these basic requirements. In the case of children the problem is more complicated, for them, there is psychological, social, physical and moral growth, so that the question to be asked is, “are children so formed in body and mind that certain dispositional states arise which require specific goals for their satisfaction”? In answering this

1. Cattell, R.B., *Personality*, McGraw Hill, New York, 1950.

question the term 'need' comes before us. It is an established fact that child has distinctive needs of his own. The invention of tools and institutions, home, school, clubs etc., help in satisfaction of needs. It is true that man tries to provide for the physical conditions of existence, to ensure the continuation of his species, and to be with his fellows but he also wants to express his individuality to be original, to create, and to acquire a firmly based self-esteem. Psychologists have not yet been able to finalise list of needs but they have tried to classify the needs which may be helpful to parents and teachers in understanding basic need of children. The knowledge of the classification of needs can be useful for explanatory purposes and the understanding of basic needs may be helpful to the parents in creating conditions for the welfare of their children. In doing so, the parents might give consideration to those areas on priority basis through which the children can acquire confidence and satisfaction in facing this complex world.

The investigator was keen to know the parental involvement and their contributions in the education of the child, child's perception of the family as well as of the parental relationship. The child's perception of the family in general and of his parent's behaviour and involvement in particular has been studied in this investigation. The parental involvement and awareness has been termed as parental press. Five areas of parental press were selected on the basis of the opinion of experts. Effort was made to predict the scholastic attainment of the students (dependent variable) on the basis of the parental involvement in five areas namely, Educational, Social, Emotional, Physical and Moral (Independent Variables). The selection of scientific and objective criterion for measuring academic achievement of the students was a difficult task as the examination marks were not reliable. The researcher thus thought proper to take into account the teacher's ratings in the three compulsory subjects (English, General knowledge and Arithmetic), the raw scores obtained in the constructed objective achievement tests in the compulsory subjects and the matriculation aggregate marks. The next problem before the researcher was to assign weights to the above scores and finally to evolve an objective criterion for measuring academic success. (Dependent Variable) of the students. For this purpose the researcher valculated the factors loadings from the scores obtained in the above measures related with academic success, applying

Thurstone's Centroid Method and Orthogonal Rotation. On the basis of calculated communalities (h^2) weights were assigned rationally. The complete description of this process has been discussed under Caption 11.2 in Chapter—II.

The central theme of the present investigation was to prepare and standardize a parental press inventory. All the precautions and necessary steps were followed for its preparations. The analysis and interpretations of data revealed significant findings which are of academic as well as of practical purpose. The parent's role and home environment contribute a lot in the effective academic attainment of our students. The results emerged through the present investigation can be used for guidance as well as for diagnostic purposes. All those who are interested with the welfare of the child can know about home condition responsible poor academic achievement of the students. Thomas has aptly remarked "what we need is not so much children's clinics as parentoria where parents could be made over"¹.

1.7 PREVIOUS RESEARCHES

A review of the literature on the parental role for the education of the children reveals that only a few studies have been made on the parental press. The study of parent's involvement in the education of the child has been a relatively neglected particularly in our country.

A good number of studies were conducted in foreign countries and the investigators tried the child's perception regarding their parents. Probably the earliest researches of this kind is reported by Mackinnon² in a study comprising two college student groups. Kagan³ obtained perceptions of which parent was more friendly, punitive and dominant. Other studies using children's perceptions of parents' behaviour include

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1. Williams, Frank Wood E., *Adolescence*, Farrer and Rinehart, p. 149, 1930.
 2. Mackinnon, D.W., "Violation of Prohibitions", in H.A. Murray et al. (Eds.), *Explorations in Personality*, Oxford University Press, New York, 1938.
 3. Kagan, J., "The child's Perception of the Parent" *Journal Abnormal, Social Psychological*, 53, 1956.

those by Radke¹ and Brown, Morrison, and Couch.² Hawkes, Burchinal and Gardner³ obtained descriptions of parents from a sample of pre-adolescent children with a series of items having multiple choices from 'Always' to 'Never' to be checked.

Lippitt and Hoffman⁴ have developed two reporting procedures for use with elementary school children. One is a "who does it" test and second questionnaire procedures entitled, "some kids' parents" present paired descriptions of parental expectations on a number of conceptual dimensions.

Gray⁵ uses Osgood's format to present children with a series of paired adjectives representing either end of a seven-point scale.

Lyle and Levitt⁶ use an indirect procedure to obtain reports from school children on parental punitiveness. This involves a series of incomplete sentences which the respondent were asked to complete on the basis of their own feelings.

Alexander⁷ has standardized a series of parent-child pictures, the adult-child Interaction test, for use as a TAT-type test with children to obtain data concerning preceptions of parents and parent-child relations.

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1. Radke, Marian J. "The Relation of Parental Authority to Children's Behaviour and Attitudes", *Instructional Child Welfare Monograph*, 22, 1946.
 2. Brown, A.W., Morrison J. and Couch, G.B. "Influence of affectional family relationships on Character Development", *Journal Abnormal, Social, Psychology*, 42, 1947.
 3. Hawkes, G.R. Burchinal, L.G., and Gardner B. "Marital Satisfaction, Personality characteristics, and Parental Acceptance of Children". *Journal consult Psychology*, 3, 1956.
 4. Lippitt, R., and Hoffman, L.W., "The Effects of the Family on the Child's Peer Group Adjustment, Research in Progress, Research Centre for Group Dynamics, Mich, 1959.
 5. Gray, Susan, W., "Perceived Similarity to Parents and Adjustment", *Child Development*, 30, 1, 1959.
 6. Lyle, W.H., and Levitt, E.E., "Punitiveness, Authoritarianism and Parental Discipline of School Children", *Journal Abnormal, Social, Psychological*, 51, 1955.
 7. Alexander, T., "The Adult-Child Interaction Test: A Projective Test for use, in Research" *Child Development, Monograph Series*, 17, Sr. 55, 1952.

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Ausubel¹ et al. measured children's perceptions of their parents with the help of three techniques namely, a projective test, a story-completion test and parents attitude rating scale. Of the three measures, only the last was considered sufficiently reliable for use. Using this measure, the child's perception of the parents as valuing him extrinsically was related to his sense of goal frustration tolerance dependence and emotional immaturity.

In India studies of this kind are only a few which have been mentioned below :

—Jain² tried to investigate experimentally into the influence of home environment as a correlate of scholastic achievement and assessed the relative importance of other contributing factors in the education of boys and girls. The investigator concluded that the influence of home environment on academic achievement was positive and significant. Out of the factors associated with environment, the effect of physical factor was the greatest on school achievement followed by the emotional tone of the parents. The socio-economic conditions seemed to have no relationship with school achievement. The influence of emotional tone of the home on academic achievement was positive in the case of boys while it was negative in the case of girls.

Chopra³ studied the relationship between socio-economic factors and academic achievement with intelligence held constant. The findings of the study were : (i) The percentage of students who discontinue education is 96.09 belonging to poor strata of society (ii) The percentage of failures among the students belonging to poor families is more than their counterpart, (iii) On the basis of cultural level of home, family income, type of lodging, students belonging to the higher group showed significantly higher than mean academic achievement than students coming from lower categories. (iv) It was also revealed that it will

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1. Ausubel, D.P. et al., "Perceived Attitudes as Determinants of Childrens' Ego Structures", *Child Development* 25, 1954.
 2. Jain, S., *An Experimental Study of the Relationship between Home Environment and Scholastic Achievement*, Ph.D. Agra Univ, 1965.
 3. Chopra, S.L., *A Study of Relationship of Socio-Economic Factors with Achievement of the Students in the Secondary School*, Ph.D. Lucknow University, 1964.

not be possible to predict the academic achievement of the children from the socio-economic level of their families alone.

Rao¹ conducted an investigation to find out the relationship of Intelligence, study-habits, socio-economic status, and certain attitudes towards the school with the academic achievement of the grade VIII pupils of Delhi and to find out the feasibility of predicting the academic achievements of the students. The main conclusions which the investigator have drawn from the study are : (i) the three independent variables *i.e.* intelligence, study-habits and school attitudes were significantly related to the prediction of scholastic achievement while socio-economic emerged to be insignificant.

Srinivasan² conducted an investigation and wherein the main aim was to study the process by which a given social climate becomes part of the experience of the individual and the way it influences his school education. The main findings of his study were : (i) The parents of middle class children took more interest in education of the children than urban labour class and rural artisan peasant group (ii) Children of the middle class had a decidedly favourable home environment (iii) Children of the middle class family got better scores in language ability test than the other two groups (iv) The difference between the urban and rural and lower class boys in the test score was negligible, but urban girls were found to be superior to the rural girls.

Mattoo³ intended to test the significance of difference in home, health, social, emotional and school adjustment of urban adolescent boys and girls of age-group 14+ years of higher, middle and lower levels of intelligence and socio-economic status. The findings reveal that : (i) The adolescent of higher intelligence group born in poor homes have a significantly poorer home adjustment than their counterparts born in

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1. Rao, D.G., A Study of Some Factors Related to Scholastic Achievement, ph.D. Education, Delhi, University, 1965.
 2. Srinivasan, R., "A Comparative Study of Language Abilities and Scholastic Achievement of Secondary School Children Belonging to Certain Social Class Categories". Ph. D. Education, Delhi Univ., 69.
 3. Mattoo, B., Adjustment Difference at Different Levels of General and Socio-Economic Status Among Urban Adolescent Boys and Girls, Ph. D. Education, Kurukshetra University, 1972.

middle and upper class home and their emotional and social adjustment register a significant draft in coming down from higher to middle social economic status (ii) The boys are on an average significantly superior to girls in emotional adjustment (iii) The girls are significantly superior in social adjustment to boys at the average economic status and their is reversal at the lower income level *i. e.* girls being significantly inferior, the difference in the adjustment of adolescent of three levels of socio-economic strata are significantly different in the areas of home, health and emotional adjustment (iv) The emotional adjustment of the adolescents of the middle and lower strata, though almost at par, is significantly inferior to that of their equals of the higher stratum (v) The two sexes do not differ from one another in any area of adjustment except emotional.

Aphole¹ conducted an investigation aiming at finding out how children were brought up in the Maharastarian Hindu families in Poona. The major findings of this study were (i) Highly educated advanced caste families belonging to rich and middle classes brought up their children in ways different from the practices prevailing in uneducated or slightly educated poor schedule caste families (ii) In the advanced families (a) parents were keen to give the children some education at home after which they were admitted to the pre-primary or primary school at the proper age. (b) Attention was paid to the extra-curricular activities of the children and various recreational facilities were made available to them. (c) Children were consulted while purchasing things for them and they were taken to movies. (iii) Children in the lower strata families were brought up in all sorts of difficulties arising out of poor economic conditions and cultural backwardness and in these families (a) mother did not take special care of their health (b) limited space for living, inadequate facilities for personal hygiene and health, meagre facilities for recreation of the children, not purchasing newspapers or books, were some of the characteristic features of the child rearing in these families, (c) on rare occasions the children could enjoy only festival (d) ordinary illness of the children were generally ignored (e) there was hardly any arrangement for the education of children at

1. Aphole, C. A., *Child in Home and School (A study of Upbringing of Children in Maharashtrian Hindu Families in Poona. Ph. D. Poona University, 1962.*

pre-school stage and the progress of school-going children was not properly watched (f) mostly the children did not have any help from their parents in their studies while better off families appointed teachers to coach their children (g) the parents did not appreciate the value of play activity in the physical and mental development of children (h) old children, mainly the girls, were engaged to take care of younger ones even at the cost of their study and play (i) parents were little aware of possible ill effects of their threatening and beating children and they used these measures frequently.

✓ Agarwal's¹ investigation revealed : (a) the girls had significantly higher achievement motivation as compared to boys (b) the effect of sex on achievement motivation was found to be independent of socio-economic status.

Mahale² concluded : (i) activities like going to a movie or a drama alongwith their adolescent children seemed to be favoured by the parents of large size families then by those of small size families (ii) the extent of participation of adolescent sons and daughters in the social activities of the family and sharing the routine household duties of the family depended on the differential attitudes of the parents towards their sons and daughters. This sex differences was found to be higher in large size families than in small size families (iii) parents exercised greater control over their daughters than over their sons, resulting in frustrations among daughters (iv) majority of adolescents from small size families discussed their personal problems with both the parents whereas the majority of adolescents from large size families discussed their problems only with their mothers (v) high educated parents did keep themselves informed of their child's progress in school than the parents possessing low education (vi) higher the income level higher was the percentage of parents who would motivate the children by explaining the value of higher education to them.

Tiwari's³ study revealed that (i) boys were found excelling girls and

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1. Agarwal, P. C., A Study of the Correlates of Achievement Motivation, Ph. D. Education, Kurukshetra University, 1974.
 2. Mahale, M. N., The Family Situations and the Education of the Adolescents, Ph. D. Soc., Bombay University, 1975.
 3. Tiwari, S. N., A Comparative Study of Personality of High School Boys and Girls, Ph. D. Education, Gorakhpur University, 1977.

urban students were superior to their rural counterparts in intelligence (ii) in socialability girls were superior to boys and urban students were superior to rural students (iii) boys were more adjusted in comparison to girls (iv) girls were superior in health to boys and urban students were superior to rural ones.

Desai¹ conducted an investigation and the important findings were : (i) the city guardian was better educated than either the urban or the rural guardian and amongst the two last mentioned the farmer was better educated than the letter (ii) large percentage of families had average or ordinary economic condition, but the urban families were better placed economically than the rural families and the economic prosperity of the guardians was more as compared to the urban or rural guardian.

Prakash² conducted an investigation and reports that (i) urban students had higher intelligence than the rural and tribal students. Majumders³ study revealed that (i) parent-child relationship, discord in home, the perception of roles played by parents etc. were some of the important factors that appeared for more unwholesome for the experimental groups than the controlled groups (ii) the maladjusted's family environment was generally characterised by tension, conflict and overall imbalanced. Menezes⁴ conducted an investigation and concluded that (i) a positive and significant correlation was found between level of communication of father and mother and total adjustment of adolescents (ii) a positive and significant correlation was found between level of communication of father and mother and family atmosphere and family adjustment as perceived by adolescents (iii) a positive and significant correlation was found between family atmosphere and family adjustments perceived by adolescents.

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1. Desai, B. G., *Social Background of High School Students in Baroda District*, Ph. D. Soc., MSU, 1962.
 2. Prakash Jai., "A Comparative Study of Urban, Rural and Tribal Higher Secondary Students of Madhaya Pradesh with reference to their general Mental Ability and interest Patterns, (ICSSR Project, Department of Psychology, Saugar University, 1972.
 3. Majomder, C., "A Study of The Problems of Adjustment in Adolescence", D. Phil. Calcutta University, 1972.
 4. Menezes, L., "Interpersonal Communication between Parents and Adolescents", Ph. D. Psychology, MSU, 1978.

Pathak¹ conducted an investigation and one of the major findings of the study were that the physical growth increased with the increase in socio-economic level. Reddy's² important findings were that (i) conflicting attitudes of extreme nature on the part of parents caused significant trends of maladjustment in the children (ii) a direct relationship was found between the level of adjustment in the children and the education of the parents. Higher the level of education of the parents the better was the degree of adjustment in the children. Seth³ conducted an investigation about the adjustment problems of female adolescents and concluded that the female teenagers had home, social, sex, school, personal and vocational problems. Beedawat's⁴ major findings of his study were : (i) the proportion of under-achievers among girls was larger than among boys (ii) seventy five percent of the students among under-achievers possessed average emotional ability.

Reddy⁵ conducted his study and the findings revealed that (i) the variables of parental value of education, emotional climate in the home, parental encouragement, educational facilities in the home were found significantly associated with achievement in one subject or the other.

It is suggested by the experts that additional factors in relation to parental involvement in the education of the child must be taken into consideration while making investigation. This is needed more in our Indian conditions, As we know that education, urbanization, socio-economic status etc. have its effect on various aspects of child's personality. Keeping this in view, the researcher also tried to see the effect of these factors on the parental press score.

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1. Pathak, Y. C., "A study of Some Aspects of Physical Growth of Children from Two to Six Years of Age From Urban and Rural Areas of Gujrat. Ph. D. Education, MSU, 1975.
 2. Reddy, N. Y., "Adolescent Adjustment in Relation to Home Environment, Ph. D. Psy., Osmania University, 1966.
 3. "The Adolescent Problems of Female Adolescents," Ph. D. Lucknow University, 1970.
 4. Beedawat, S. S., "A study of Academic Under-Achievement Among Students, Ph. D. Education, Raj. University, 1976.
 5. Reddy, V.L.N., "Study of Certain Factors Associated with Academic Achievement at the First Examination", Ph. D. Education, MSU, 1973.

1.8 AIMS OF THE PRESENT INVESTIGATION

The aims of this investigation were :

1. To isolate areas of parental press and prepare an inventory.
2. To make a comparative study of the scores of boys and girls in the selected areas of Parental Press.
3. To make a comparative study of the scores of boys and girls belonging to rural and urban localities of high and low socio-economic status.
4. To evolve a scientific and objective criterion for assessing academic achievement (dependent variable).
5. To determine the degree of relationship between selected areas of parental press (independend variables) and academic achievement (dependent variable) of both boys and girls selected for the study.
6. To study the degree of relationship of parental press scores with academic achievement after nullifying the effect of socio-economic and intelligence.
7. To study the effect of sex, locality and socio-economic status on parental press scores.
8. To find out the constituents which dominate parental press of boys and girls.

Hypotheses

The following hypotheses have been formulated keeping in view the above aims.

1. There is no difference in the scores of boys and girls in the five areas of parental press.
2. There is no difference in the average scores of the five areas of parental press of boys and girls belonging to rural and urban locality as well as high and low socio-economic status.
3. Sex, locality and socio-economic status have no significant effect on the scores of parental press.
4. The different areas of parental press will have equal weightage for predicting the academic achievement of both boys and girls groups.

5. There will be similarity in the dominant factors of boys and girls group.

The first and second hypotheses would be tested by comparing parental press average scores of both boys and girls through the critical ratio. The third hypothesis would be tested by applying Three-way Analysis of Variance. For the fourth hypothesis Aitkin's Pivotal Condensation Method would be used for calculating Multiple Regression Equation. For the fifth hypothesis Thurstone's Centroid Method and Orthogonal Rotation would be applied.

1.9 DELIMITATION OF THE PRESENT STUDY

The present study was carried out under the following restrictions :

1. The study was confined to the students studying in X class of Jammu District.

2. Only Hindi speaking students were included in the sample as the Inventory Questionnaires were in Hindi language.

3. Due to paucity of time and resources at the disposal of the researcher, only five areas of parental press were selected for the present investigation.

4. To see the effect of sex, locality and socio-economic status on parental press scores, the groups were equated only on intelligence. The other factors like study hours, academic achievement etc. were not taken into consideration.

CHAPTER 2

Preparation of Tools and Data Collection

After taking up a problem and determining specific objectives a researcher is often confronted with the problems of selecting measures tools or preparation of measuring devices in case these are not available. The description of the standard tests adopted and the tools prepared by the researcher have been given below :

2.1. SELECTION OF AREAS OF PARENTAL PRESS INVENTORY

The parents provide the desirable help and guidance to their wards in their studies and wish to bring desirable growth and development. The parent-child interaction is observed in different areas and the number of areas in which the parents make remarkable contribution for the education is not certain. Due to the paucity of time and resources at the disposal of the researchers it was thus decided to select only those areas where parents show much interest and to prepare the inventory on these areas.

The investigators prepared a list of areas selected with child's education and personality in which parents take interest. The cyclostyled copies of the list were mailed to the experts. They were asked to put

tick-mark (\checkmark) against the areas which they considered most appropriate for the inclusion in the parental press inventory. They were also given liberty of adding a few more areas which were not shown in the list. The areas showing maximum frequencies were selected which are : 1. Educational 2. Social 3. Emotional 4. Physical 5. Moral.

The method of preparing the Parental Press Inventory has been given in this chapter under the caption 11.3 (a).

The education of the child is influenced by many factors namely, intelligence, socio-economic conditions of the family, locality, educational level of the family etc. It was not possible to select all the factors which influence the educational process. The selection of related factors was another problem before the researchers.

The researchers after consulting the experienced teachers working at different levels of education selected two factors namely, intelligence and socio-economic status of the family.

Humanities Group Test of General Mental Ability (H.G. T.G.M.A.) standardised by M.C. Joshi was used. For the socio-economic status the researchers prepared their own questionnaire. The details of these two have been discussed in this chapter under the caption 11.3 (b).

2.2 SELECTION OF CRITERIA FOR ACADEMIC ACHIEVEMENT

As stated earlier under caption 1.6 that one of the aims of present study was to evolve scientific and objective criterion for academic achievement (dependent variable). The examination marks could not be taken as an index of academic achievement as these suffer from serious defects. In order to solve this problem the researchers prepared academic achievement tests in three compulsory subjects (English, Arithmetic and General Knowledge), took the teacher's ratings of the students in these three compulsory subjects and the examination marks. Thus seven scores of the each student *i.e.* 3 from achievement tests, 3 from the teacher's ratings, and one from the matric examination marks (aggregate) were obtained. The factorial analysis of these seven scores was done and weights were assigned on the basis of loadings and h^2 . Verma says, "We might employ factor analysis methods to determine weights, when using the principal axes types of solution, we could produce weights which will at once maximise the

variance of the composite scores and minimise the variance of weighted scores for a given person".¹ As the principal axes solution being tedious, the centroid method recommended by Horst (1936) was employed.

The rotated loading were thus calculated as shown in Tables 1 and 2 alongwith the h^2 and corresponding weights assigned.

Table—1 : Rotated Loadings with Assigned Weights For Boys

Attributes	I_1	II_1	h^2	Rounded of h^2	Ranks	Weights
A English Test	.7155	.4117	.6814	.7	2	1
B Arithmetic Test	.4795	.3428	.3474	.3	7	.3
C General Knowledge Test	.1715	.7872	.6500	.7	2	1
D Teacher's rating in English	.7308	.4437	.7309	.7	2	1
E Teacher's rating in Arithmetic	.5561	.3644	.4420	.4	5.5	.5
F Teacher's Rating in G.K.	.2333	.7490	.6154	.6	4	1
G Matriculation Marks	.4700	.3672	.3557	.4	5.5	.5

Table—2 : Rotated Loading with Assigned Weights for Girls

Attributes	I_1	II_1	h^2	Rounded of h^2	Ranks	Weights
A English Test	.6121	.3936	.5296	.5	6	.5
B Arithmetic Test	.8327	— .0363	.6947	.7	3	1.0
C G.K. Test	.0000	.9901	.9802	1.0	1	1.0
D Teacher's Rating in English	.4861	.6508	.6598	.7	3	1.0
E Teacher's Rating in Arithmetic	.8539	— .0262	.7297	.7	3	1.0
F Teacher's Rating in G.K.	.2338	.7148	.5656	.6	5	1.0
G Matriculation Marks.	.1349	.2114	.0629	.1	7	.3

1. M. Varma, "An Introduction to Educational and Psychological Research, Asia Publishing House, 1965, P. 150.

The weights shown in the above two tables were assigned to scores obtained through various methods. In case of boys high values appeared against A, C, D and F and low values against B, E and G whereas in case of girls high values appeared against B, C, D, E and F and low values against A and G. The weights so derived for boys and girls groups were used as constant multipliers on the seven scores. In this way the final scores of each student for his academic attainment was derived. As stated under one of the aims of this study was to predict the academic achievement of the students on the basis of the scores of Parental Press Inventory. So an objective criterion was needed for academic attainment of the students. This process has brought more objective and scientific criterion.

The researchers after consulting the experienced teachers working at different levels of education selected the factors namely intelligence and socio-economic status of the family. These factors were selected to see the effect of sex, locality and socio-economic status on parental press.

2.3 DESCRIPTION OF MEASURING DEVICES

In the present investigation six measuring devices were used. The researchers prepared the various tools except the intelligence test and Arithmetic Achievement Test. The details of each have been mentioned below :

2.3 (a) Parental Press Inventory.

The Parental Press Inventory consists of five areas/sub Tests. The scoring was done with the help of prepared scoring Key. The details of the sub-tests are as follows :

Area I-Educational

The sub-test was intended to measure the parental contribution in the educational matters of their children. These were 31 items in all for the try-out. Each item enquired about the various academic activities in which the students receive help from their parents. The students were asked to put a tick-mark against each alternative according to their choices. One mark was given to each item on the basis of the prepared key. There were 18 positive and 13 negative items.

Area-II-Social

The purpose of preparing this sub-test was to have an idea of

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parental press or contribution in the social development and activities of the children. There were 30 items in this sub-tests for the try-out. The students were asked to tick off the alternative according to their choices. One mark was given for each item according to the direction of item on the basis of the prepared key. There were 15 positive and 15 negative items in this area.

Area-III-Emotional

Emotional development plays vital role in the education of the children. For measuring the parental contribution in the area of emotion for the education of their children 40 Yes/No items in this sub-test were kept for the try-out. The students were asked to give their responses by ticking off the alternative. One mark was given to each item according to the direction. There were 18 positive and 22 negative items in this sub-test.

Area IV-Physical

This sub-test was intended to measure physical facilities and encouragement parents provide to their wards. Items in this area were of Yes/No type for the try-out stage. There were 31 items in the preliminary draft. Out of 31, 23 positive and 8 negative items were kept in this sub-test. For each correct response one mark was given according to the direction of the item.

Area V-Moral

It was often said that morality purifies one's soul and help in leading in prosperous and honest life. This works as a booster in facing various situation in this complex world. Morality also helps in shaping in balanced behaviour. Morality can be imparted among our younger generations by their parents because the child receives education first in the lap of his/her mother. For measuring the contribution of the parents in the development of morality, the researcher prepared 33 items of Yes/No type. There were 13 positively and 19 negatively items. One mark was allotted to each item.

The scores in all the five sub-tests were added, it provided the index of parental press as a whole.

2.3 (b) General Intelligence

M.C. Joshi's Humanities Group Test of General Mental Ability

(H.G.T.G.M.A.) was used for measuring Intelligence of the selected students. As the sample in hand consisted of students from X class, the present intelligence test was very appropriate as the standardization sample ($N=7830$) was drawn from students ranging from 12 to 19 years in age and from VIII to XII in grade studying in various parts of India. The present test is a verbal test of General Mental Ability of intelligence. As in most group scales, the items for each type are placed together in separate sub-headings or parts, beginning with the easiest and progressing by intervals as nearly equal as may be achieved to the most difficult, so is the arrangement in Joshi's test too. The items in H.G.T.G.M.A. are arranged in a 'spiral omnibus' fashion *i.e.* items of various types are presented in regular or irregular orders instead of being grouped separately in sub-tests. The test has seven elements, (i) Synonyms (ii) Antonyms (iii) Number Series (iv) Classification (v) Best Answer (vi) Reasoning (vii) Analogies. The test has 100 items and a time limit of 20 minutes. The reliability co-efficient of this test is .88 and has high index of validity which is .78. The scoring was done with the help of scoring stencil.

2.3 (c) Socio-Economic Status-Questionnaire

For assessing the socio-economic background of the students, the researchers constructed a Questionnaire consisting of seven items. The rational Weights were assigned to different responses.

2.3 (d) Achievement Test in English

The investigators constructed achievement test in English. This test consists of a number of items on the comprehension, vocabulary, concept of number and gender, grammar etc. The different items were put under different sets. An unseen passage was given under set 1 and students were asked to read it carefully. The several questions based on a passage having four alternatives have been given under the passage. In the second section of item 1 the students were asked to fill in the blanks picking out of the four words given. In the third section the meaning of the difficult words were to be written. Four possible meanings were given and the students were asked to select one correct response out of the given alternatives. In all 90 questions have been placed in the test. The scoring was done with the help of prepared key.

2.3 (e) Achievements Test in General Knowledge

General knowledge is one of the compulsory subjects taught at matric covers two subjects, namely, History and Geography. Two achievements tests one for each were constructed. In both subjects fifty items were placed. Each question has four alternatives. The scoring was done with the help of prepared key.

2.3 (f) Achievement Test in Arithmetic

The achievement test in Arithmetic was adopted. This test was constructed K.K. Sawhney. It contains 40 items. The constructor calculated the reliability co-efficient which came to be 80. The present researchers calculated validity co-efficient of this test which has been discussed under caption 11.7 in this chapter.

2.4 THE SAMPLING

It is physically impossible to work with total population in any scientific investigation and as such sampling appears as the final resort. It saves time, labour and money. In the present investigation the method of random-cluster sampling was followed. The population in a statistical investigation is arbitrarily defined by its unique properties. According to this view the population in this study may be said to constitute the boys and girls studying in X class of Jammu district. Care was taken that fair representation of boys and girls belonging to various strata of society and locality be made.

For the try-out students were randomly selected from the institutions of Jammu District. The total number of students both girls and boys was 370.

The final drafts of the inventory and tests were administered to 250 boys and 250 girls studying in X class of Jammu District. A list of all the educational institutions was prepared and the investigators selected 36 institutions. The process of the selection of the institution was done in the manner that a fairly representative sample may be selected. After selecting the educational institutions all the students reading in X class were picked up.

2.5 ITEM ANALYSIS

Item analysis was done as mentioned below :

2.5 (a) Parental Press Inventory

After the administration of preliminary draft of Parental Press

inventory the scoring was done with the help of prepared key. Since the inventory consists of five areas, hence at the time of item analysis the scores on the five areas were taken into consideration separately. The answer-sheets of 370 students were arranged from the highest to the lowest scores, for all the five subtests one by one. From arranged scripts, the top 27% and bottom 27% were taken separately. The researchers computed the mean scores for each item from the scores of the top and the bottom groups. The difference between the means *i.e.* mean of the upper group-mean of the lower group was further noted down. The difference revealed discriminating power of each item for the five sub-tests.

It was decided to retain the items that showed the mean difference above .24 in the first sub-test. Similarly for the remaining sub-tests *i.e.* in the second, third, fourth and fifth were the items showing mean differences above .21, .39, .26 and .28 respectively were retained. Thus on the basis of the above mentioned cut-points 20 items for each sub-tests were retained. In all 100 items were selected for the final draft of the Parental Press Inventory. The scoring was done with the help of prepared key.

2.5 (b) Achievement Test in English

This test was also administered to 370 randomly selected students of X class and scoring was done with the help of prepared key. On the basis of scores earned by each students all the sheets were arranged in the ascending order. The sheets of upper and lower 27% were taken out and percentages of these two groups giving correct responses to each item were worked out. The discriminating and difficulty indices of the items were seen from the C.T. Fan's Item Analysis Table.

The retained items were arranged on the basis of their difficulty value. It would not be out of place to mention that different cut-points were kept in view at the time of retaining the items in each question. The complete picture of the retained items and cut-points have been shown in Table—3. In this fashion the final draft of Achievement Test in English was prepared. It contains 90 items.

Table—3 : Showing No. of items Selected And Cut-Points for Each Questions

Question No.	No. of Selected Items	Cut-Points
1. Part—I	6	.50
Part—II	4	.24
Part—III	6	.52
2.	4	.44
3.	6	.27
4.	6	.31
5.	6	.36
6.	6	.56
7.	4	.49
8.	4	.36
9.	6	.32

2.5 (c) Achievement in General Knowledge

The scored answer-sheets of 370 were arranged in an ascending order. The top 27% and bottom 27% answer-sheets were selected for the purpose of item analysis for both parts of the achievement test in general knowledge.

After findings out the difficulty indices and discriminating powers the item showing less discriminating power were deleted. The cut-point for retaining the items in both the parts i.e. History and Geography were .22 and .31 respectively. The retained items were arranged on the basis of the difficulty values from simple to complex. In this manner the researcher kept 30 items each in the two parts for the final draft. The scoring was done with the help of prepared key.

2.6 (a) Estimation of Reliability Co-Efficient of Parental Press Inventory

The reliability of a test i.e. its ability to yield consistent results from

one set of measures to another. There are several methods for computing reliability co-efficient but the researcher applied split-half technique and Spearman Brown Prophecy formula for estimating the reliability of the five sub-tests of Parental Press Inventory.

The final draft of the inventory was administered to a randomly selected 100 students of both sexes. The inventory was scored with the help of prepared key. The total number of items in each area of the inventory was 20, each of them could be divided into two halves of 10 item each. Care was taken that both the halves contain equal number of positive and negative items. These two halves have been named as first half and second half. Sum of the scores of all items on first and second halves were obtained for each randomly selected respondent.

The correlation co-efficient of the two halves of each component or area gives the reliability of half the test.

Reliability of the total test was obtained by using Spearman-Brown Prophecy formula. The calculated reliability co-efficient of half (rhh) and total inventory (rtt) are given in Table—4.

Table—4. Half and Total Test Reliability of Five Areas of PPI

Name of the Areas	rhh	rtt
1. Educational	.56	.72
2. Social	.49	.66
3. Emotional	.51	.68
4. Physical	.37	.54
5. Moral	.21	.35

In addition to the reliability of the five areas, the composite reliability of the Parental Press Inventory was also calculated. This was done by using Mosier (1943)¹ formula. The composite reliability is the function of the reliabilities of the components, their dispersions, their inter-correlations and the respective weights assigned to them.

1. Mosier, C.I. On the Reliability of Weight Composite, *Psychometrika*, 1943, p. 161—168.

In order to calculate the composite reliability of the five areas the researchers calculated the standard deviation (S.D.) of each of the five area, reliability co-efficients of each component and the inter-correlations between these five areas. The calculated values of S.D. reliability co-efficients of the five areas and the ten inter-correlations are shown in Table—5.

Table—5. Showing Standard Deviations Reliability of Each Component and Inter-Correlations of Five Areas of PPI

Areas	Weight Assigned	S.D.	Reliability of Components	Inter correlations
1. Education	1	2.82	.72	$r_{12}=.36$ $r_{24}=.30$
2. Social	1	3.02	.66	$r_{13}=.10$ $r_{25}=.29$
3. Emotional	1	3.62	.68	$r_{14}=.21$ $r_{34}=.11$
4. Physical	1	3.20	.54	$r_{15}=.26$ $r_{55}=.15$
5. Moral	1	3.20	.35	$r_{23}=.23$ $r_{45}=.85$

The composite reliabilities thus obtained from the values come to be .77.

2.6 (b) Estimation of Reliability Co-efficient of G.K. Achievement Test

The final draft of the General Knowledge achievement Test was given to 100 students belonging to both the groups. The test was collected and scored with the help of prepared keys. The total number of items in each part of the test was 30, each of them could be divided into two halves of 15 items.

These two halves have been named as first half and second half. Sum of the scores of all the items on first and second halves were obtained for each of the selected respondents.

The correlation co-efficient between the two halves of the test was used for estimating reliability of the total test through Sperman-Brown Prophecy formula. The calculated reliability co-efficients of half (rhh) and total (rtt) are given in Table—6.

Table—6. Half and Total Reliability of G.K. Achievement Test

Name of the section	r_{hh}	r_{tt}
Part—I	.52	.68
Part—II	.58	.73

In order to calculate the composite reliability of G.K. Achievement Test, the researches calculated the standard deviation (S.D.) of each of the two parts, reliability co-efficient of each component and the inner-correlations between the scores of two parts. The calculated values of S.D., reliability co-efficient of the two parts and their inter-correlations are given in Table—7.

Table 7. Showing Standard Deviation, Reliability of Each Components and Inter-Correlation of Two Parts of G.K. Achievement Test.

Parts	Weight Assigned	S.D.	Reliability of Components	Inter-Correlations
Part—I	1	3.85	.68	$r_{12} = .11$
Part—II	1	1.84	.73	

The composite reliabilities thus obtained from the above values came to be .79.

2.6 (c) Estimation of Reliability Co-efficient of English Achievement Test

The For the estimation of reliability co-efficient of English Achievement Test, the final draft was administered to a randomly selected 100 students.

The test sheets were collected and the scores for each respondent were obtained. In all 58 items were retained which were later on put into first and second half. The odd-even method was followed for splitting the items into two equal halves. The correlation co-efficient between the two halves was calculated which came to be .58. This value was used for estimating the reliability of the the total test by Spearman Brown Prophecy formula. The reliability of the total test came to be .79.

2.7 VALIDITY CO-EFFICIENT

The question of validity posed the problem of finding a suitable external criterion. Generally validity is studied by comparing test results with criterion known to measure some characteristics of importance. The selection of the criterion for the validation of the present inventory was a difficult task and time consuming process. There was no standard inventory of Parental Press available. Therefore, the reliability of the inventory was taken as the index of validity also.

As mentioned earlier for developing an objective criterion for academic achievement seven different raw scores were used. Out of these seven the three raw scores were obtained with the help of achievement tests in English, General Knowledge and Arithmetic. The researchers computed validity co-efficient of these tests by taking the matriculation examination marks in these three subjects of 100 students, randomly selected. Due care was taken to select students belonging to different strata of society in terms of socioeconomic conditions etc. The correlation co-efficients which were calculated between the two scores for English, General Knowledge and Arithmetic came .67, .71 and .67 respectively.

For knowing the predictive utility of the regression equation the multiple regression equation was prepared from the scores of boys and girls in the predictors and the criterion. It was used for predicting the academic achievement. It was thought essential to check the predictive validity of the regression equation. For this purpose two groups (100 boys and 100 girls) were selected. The co-efficients of correlation between their predicted and obtained scores were worked out. These two samples were independent and in both cases values of the co-efficients came to be .67 and .63 for boys and girls respectively. These two obtained indices were taken the forecasting efficiency of the regression equations.

2.8 STATISTICAL TECHNIQUES EMPLOYED

In the present investigation following statistical techniques were employed for the analysis of data.

(a) **Mean and S.D.** The scores obtained from different measuring devices were tabulated and means and standard deviations were calculated.

ed by employing the step deviation method. The standard deviation is the most reliable and stable index of variability of the scores.

(b) **Critical Ratio.** The critical ratios were calculated between the average scores of Parental Press of boys and girls as well as the boys and girls belonging to rural and urban localities of high and low socio-economic status. The obtained values of the critical ratio revealed validity of the null hypothesis.

(c) **Correlation Co-efficient.** The inter-correlations between the different areas of Parental Press Inventory were calculated by applying the Product Correlation Method. 10 correlations for the boys and girls group were calculated separately.

(d) **Partial Correlation**

The partial correlation was worked out to nullify the effect at this juncture that apart from First Order Partial Correlation Co-efficient, the Second Order Partial Correlation to nullify the effect of two variables was also worked out. The formula of First and Second Order Partial Correlation co-efficient have been mentioned belows :

Formula For First Order Partial Correlation Co-efficient

$$r_{13.2} = \frac{r_{13} - r_{12} r_{23}}{\sqrt{(1 - r_{12}^2)(1 - r_{23}^2)}}$$

Formula for Second Order Partial Correlation Co-efficient

$$r_{13.2} = \frac{r_{13.2} - r_{14.2} r_{34.2}}{\sqrt{(1 - r_{14.2}^2)(1 - r_{34.2}^2)}}$$

(e) **Analysis of Variance.** Fisher's t-test thus about the significance of difference between the mean values of two samples. In experimental research, situations arise when the researcher has to compare mean values for more than two sets of measurements. It will require calculation of several t-ratios. R.A. Fisher (1923 and 1935) introduced Analysis of variance for having a global picture of the effect of different treatment on the criterion scores. In fact it is a modification of Fisher's t-test and F-ratio is used in place of t-ratio. The equated sets are selected and effect of different treatments (independent variables) on a single criterion variable (dependent variable) is observed.

In the present study the effect of two sexes (boys and girls), two

locality (rural and urban) and two socio-economic status (high and low) is to be judged, It required $2 \times 2 \times 2$ or eight equated sets. Thus 80 students 10 for each sets were required. The students were equated on the basis of intelligence scores. The groups Test of General Mental Ability (HGTGMA) standardised by M.C. Joshi was used for measuring the intelligence.

(f) **Multiple-Correlation.** The co-efficient of multiple correlation indicates the strength of relationship between one variable and two or more others taken together. In the present study-Multiple-R was calculated by using Regression Co-efficients correlation co-efficients.

(g) **Factor-Analysis.** The application of factor analysis to psychological data is associated with the name of Spearman (1926). Thurstone (1950) and other pioneer workers. According to Thurstone a variety of phenomena with a domain are related and that they are determined at least in part by a relatively a small numbers of functional unities or factors. Factor analysis begins with the inter-correlations of a number of tests and shows that different tests have some amount of common variance. There are certain abilities which effect one's performance in more than one tests. These abilities have been given different names by the factorists. In the present investigation factor analysis was employed separately for the two groups namely boys and girls. The extracted unrotated factor do not reveal any psychological meaning. Hence the Orthogonal rotation was done.

(h) **Parentile Norms.** Norms are the criteria of normality derived for a group in the light of which individuals are judges. It is a general belief that Norms are set by the levels of performance actually attained by the population in question. In the present case the Decile-Norms were calculated seperately for the boys and girls groups.

CHAPTER

3

Analysis of Data and Presentation of Results

The final draft of the parental Press Inventory and other tests and questionnaires were administered to the sample selected and the data collected were analysed by using the different techniques mentioned in caption 11.8 under Chapter-II. The details of calculations have been given below :

3.1 FREQUENCY DISTRIBUTION OF PPI SCORES AND GRAPHIC REPRESENTATION

The scores on Parental Press Inventory for each of the five areas were tabulated into a frequency distribution and the corresponding smoothed frequencies have been shown in tables 8 and 9 for boys and girls groups respectively.

Table—9. Frequency Distribution of PPI Scores For The Five Areas of Girls

Area C.I.	Area—1 f Smoothed f	Area—2 f Smoothed f	Area—3 f Smoothed f	Area—4 f Smoothed f	Area—5 f Smoothed f
(21—22)	0	0.33	0	0.33	
19—20	1	6.00	1	11.67	3.33
17—18	17	37.00	16	44.33	38.33
15—16	93	63.33	86	54.00	59.67
13—14	80	67.67	60	61.00	69.67
11—12	36	44.00	37	37.67	40.33
9—10	16	19.00	16	23.00	23.00
7—8	5	7.67	16	14.33	10.33
5—6	2	2.33	11	11.00	4.67
3—4	0	0.67	6	6.00	0.67
1—2		0.33	1	2.33	
()			0	0.33	
	N=250	N=250	N=250	N=250	N=250

3.2 SKEWNESS AND KURTOSIS

The indices of skewness and kurtosis were calculated to see the deviation of the scores of all the five areas of PPI from normalcy. The values of skewness and kurtosis for all the areas are given in tables 10 and 11.

Table—10. Showing Values of Skewness And Kurtosis of Boys Group.

Areas	Skewness	Kurtosis	Remarks
1. Educational	— .51	.279	Platykurtic
2. Social	.92	.215	Leptokurtic
3. Emotional	— .87	.231	Leptokurtic
4. Physical	— .52	.261	Leptokurtic
5. Moral	— .45	.253	Leptokurtic

Table—11. Show Values of Skewness and Kurtosis of Girls Group.

Area	Skewness	Kurtosis	Remarks
1. Educational	— .32	.259	Leptokurtic
2. Social	— .84	.199	Leptokurtic
3. Emotional	— 2.41	.268	Platykurtic
4. Physical	— .45	.236	Leptokurtic
5. Moral	1.29	.242	Leptokurtic

3.3 MEAN AND STANDARD DEVIATION

The mean and standard deviation for the scores of boys and girls in Parental Press Inventory and of Criterion Scores were calculated and have been shown in Table—12.

Table—12. Mean and Standard Deviation for the PPI and Criterion Scores of Boys (N=250) and Girls (N=250)

Areas and Criterion	Boys		Girls	
	Mean	S.D.	Mean	S.D.
1. Educational	13.34	2.36	13.81	2.38
2. Social	13.30	2.44	13.58	2.56
3. Emotional	14.43	2.02	12.90	3.42
4. Physical	14.00	2.24	14.43	2.32
5. Moral	14.03	2.12	13.56	2.50
6. Criterion Academic Achievement	20.19	5.08	16.79	3.72

3.4 CRITICAL RATIO

The critical ratios were computed for comparing the mean scores for each area of the two groups. The calculations have been shown in Table-13.

Table 13. Significance of Difference Between Mean Values of Boys and Girls

Area	Sex	Mean	S.D.	m	d_m	Difference of Mean	C.R.	Remarks
1. Educational	Boys	13.34	2.36	.149	.212	.47	2.22	Sig. at .05 level
	Girls	13.81	2.38	.151				
2. Social	Boys	13.30	2.41	.154	.224	.28	1.15	N.S.
	Girls	13.98	2.56	.162				
3. Emotional	Boys	14.43	2.02	.128	.251	1.53	6.10	Sig. at .01 level
	Girls	12.90	3.42	.216				
4. Physical	Boys	14.00	2.24	.142	.204	.43	2.11	Sig. at .05 level
	Girls	13.56	2.50	.158				
5. Moral	Boys	14.03	5.08	.134	.207	.47	2.27	Sig. at .05 level
	Girls	13.56	2.50	.158				

The main theme of the present investigation was to see the difference in Parental Press at different socio-economic levels. The mean and standard deviation of the eight groups (urban boys and girls belonging to high socio-economic status, urban boys and girls belonging to low socio-economic status, rural boys and girls belonging to high socioeconomic status, rural boys and girls belonging to low socio-economic status) were calculated and the critical ratio were computed for comparing the mean scores against each area of Parental Press. The calculated values have been shown in Tables 14 to 19.

Table—14. Mean and Standard Deviation for Five Areas of PPI of Urban Boys and Girls of HES and LES Groups.

Areas	Urban HES		Urban LES	
	Boys	Girls	Boys	Girls
	Mean	S.D.	Mean	S.D.
1. Educational	13.43	2.22	11.10	3.08
2. Social	13.30	2.02	10.03	3.58
3. Emotional	13.70	2.75	9.57	4.58
4. Physical	14.23	2.10	13.77	2.72
5. Moral	13.97	2.12	9.57	3.26
			11.77	10.37
			2.34	3.50
			2.80	4.10
			9.37	3.42
			10.20	3.26
			2.64	3.40

Table—15. Mean and Standard Deviation of Five Areas of PPI of Rural Boys and Girls of HES and LES Groups.

Area	Rural HES				Rural LES			
	Boys	Girls	Mean	S.D.	Boys	Girls	Mean	S.D.
1. Educational	11.77	12.97	2.34	2.86	13.10	2.44	12.10	3.02
2. Social	11.23	12.37	3.04	3.00	12.97	2.72	12.03	4.02
3. Emotional	9.70	7.57	4.82	3.88	13.17	3.74	8.70	4.18
4. Physical	13.23	10.77	2.90	3.60	13.70	2.60	14.50	3.38
5. Moral	11.50	11.30	3.38	3.40	13.70	2.30	11.90	2.80

Table—16. Significance of Difference Between Mean Scores of Urban Boys and Girls of High Socio-Economic Groups in the Five Areas of Parental Press.

Area	Group	N	Mean	S.D.	m	d _m	Diff. of mean	C.R.	Remarks
1. Educational	Urban Boys HES	30	13.43	2.22	.41	.69	2.33	3.38	Sig. at .01 level
	Urban Girls HES	30	11.10	3.08	.56				
2. Social	Urban Boys HES	30	13.30	2.03	.37	.75	3.27	4.36	Sig. at .01 level
	Urban Girls HES	30	10.03	3.58	.65				
3. Emotional	Urban Boys HES	30	13.70	2.74	.49	.96	4.13	4.26	Sig. at .01 level
	Urban Girls HES	30	9.57	4.58	.84				NS
4. Physical	Urban Boys HES	30	14.23	2.10	.38	.63	.46	.73	
	Urban Girls HES	30	13.77	2.72	.50				
5. Moral	Urban boys HES	30	13.97	2.12	.37	.70	4.40	6.29	Sig. at .01 level
	Urban Girls HES	30	9.57	3.26	.59				

Table—17. Significance of Difference of Mean Scores in Areas of Parental Press of Urban Boys and Girls of Low Socio-Economic Groups.

Area	Groups	N	Mean	S.D.	m	D _m	Diff. of Mean	C.R.	Remarks
1. Educational	Urban Boys LES	30	12.80	2.64	.48	.78	2.57	3.29	Sig. at .01 level
	Urban Girls LES	30	10.23	3.40	.62				
2. Social	Urban Boys LES	30	12.77	2.50	.46	.78	3.40	4.36	Sig. at .01 level
	Urban Girls LES	30	9.37	3.46	.63				
3. Emotional	Urban Boys LES	30	13.10	2.80	.51	.91	3.80	4.18	Sig. at .01 level
	Urban Girls LES	30	9.30	4.10	.75				
4. Physical	Urban Boys LES	30	13.03	2.34	.43	.75	.06	.08	NS
	Urban Girls LES	30	12.97	3.42	.62				
5. Moral	Urban Boys LES	30	11.77	3.00	.55	.84	1.40	1.67	NS
	Urban Girls LES	30	10.37	3.50	.64				

Table—18. Significance of Difference of Mean Scores in Areas of Parental Press of Rural Boys and Girls of High Socio-Economic Groups.

Area	Group	N	Mean	S.D.	m	d _m	Diff. of mean	C.R.	Remarks
1. Educational	Rural Boys HES	30	11.77	2.34	.43	.67	1.20	1.79	N.S.
	Rural Girls HES	30	12.97	2.86	.52				
2. Social	Rural Boys HES	30	11.23	3.04	.55	.78	1.14	1.46	N.S.
	Rural girls HES	30	12.37	3.00	.55				
3. Emotional	Rural Boys HES	30	9.70	4.82	.88	1.13	2.13	1.88	N.S.
	Rural Girls HES	30	7.57	3.88	.71				
4. Physical	Rural Boys HES	30	13.23	2.90	.53	.64	2.46	3.84	Sig. at .01 level
	Rural Girls HES	30	10.77	3.60	.66				
5. Moral	Rural Boys HES	30	11.50	3.38	.62	.79	.20	.25	N.S.
	Rural Girls HES	30	11.30	3.40	.62				

Table—19. Significance of Difference of Mean Scores in Five Areas of Parental Press of Rural Boys And Girls of Low Socio-Economic Group

Area	Group	N	Mean	S.D.	m	d _m	Diff of mean	C.R.	Remarks
1. Educational	Rural Boys LES	30	13.10	2.44	.45	.71	1.00	1.41	N.S.
	Rural Girls LES	30	12.10	3.02	.53				
2. Social	Rural Boys LES	30	12.97	2.72	.50	.88	.94	1.07	N.S.
	Rural Girls LES	30	12.03	4.02	.73				
3. Emotional	Rural Boys LES	30	13.17	3.74	.68	1.02	4.47	4.38	Sig. at .01 level
	Rural Girls LES	30	8.70	4.18	.76				
4. Physical	Rural Boys LES	30	13.70	2.60	.47	.78	1.10	1.41	N.S.
	Rural Girls LES	30	14.80	3.38	.62				
5. Moral	Rural Boys LES	30	13.70	2.34	.43	.67	1.80	2.69	Sig. at .01 level
	Rural Girls LES	30	11.90	2.83	.51				

3.5 ANALYSIS OF VARIANCE

The parental press scores of the students placed under eight different sets as shown in table—20 were used as the criterion scores. The sum of the squares for the three experimental conditions sex, locality and socio-economic levels ; and other components were worked out. The F-ratios have been shown in table—21. The significance of F-ratios was seen against the prescribed values shown for the corresponding degree of freedom.

Table—20. Scores of Parental Press Inventory Equated on Intelligence

Boys				Girls			
Rural		Urban		Rural		Urban	
HES	LES	HES	LES	HES	LES	HES	LES
77	74	71	77	35	78	78	65
69	76	72	71	58	50	79	57
62	66	74	49	82	75	72	67
69	74	70	71	73	52	78	64
69	55	68	64	58	44	77	68
77	56	72	78	70	77	66	76
59	45	71	64	73	76	76	66
65	73	69	71	72	76	69	75
—72	72	65	62	74	78	66	72
72	68	73	74	77	60	65	70
691	659	705	681	672	686	726	680

Table—21. Showing Various Sum of Squares and F-Ratios

Scores	Sum of Squares	df	Mean Variance	F-ratio	Level of Significance
1. Sex	9.8	1	9.8	.13	N.S.
2. Locality	88.2	1	88.2	1.18	N.S.
3. Socio-economic	96.8	1	96.8	1.29	N.S.
4. Double Interaction					
(a) Sex and Locality	1.8	1	1.08	.02	N.S.
(b) Sex and Socio-Eco.	7.2	1	7.2	.10	N.S.
(c) Locality and Socio-Eco.	33.8	1	33.8	.45	N.S.
5. Triple Interaction	57.8	1	57.8	.77	N.S.
6. Within	5384.6	72	74.79		
Total	5680.0	79			

3.6 INTER-CORRELATIONS

The linear-correlations between the different areas were calculated with a view to determine the relation between the predictors and the criterion (achievement). The inter-relation-between the predictors (various areas of parental press) was also determined. The following tables show the inter-correlations separately for boys and girls.

Table—22. Inter-correlation Between Different Areas of PPI and With Criterion Scores

(Boys—N=250)

Area	X ₂	X ₃	X ₄	X ₅	X ₆	X ₁ (c)
X ₂	—					
X ₃	.31	—				
X ₄	.38	.31	—			
X ₅	.32	.24	.28	—		
X ₆	.23	.37	.36	.38	—	
X ₁ (c)	.37	.28	.40	.32	.35	—

(All the inter-correlations are sig. at .01 level)

Table—23. Inter-Correlations Between Different Areas of PPI and with Criterion Scores

(Girls N=250)

Areas	X ₂	X ₃	X ₄	X ₅	X ₆	X ₁ (C)
X ₂	—					
X ₃	.57	—				
X ₄	.47	.51	—			
X ₅	.36	.61	.37	—		
X ₆	.71	.50	.75	.52	—	
X ₁ (C)	.56	.43	.33	.35	.58	—

(All the inter-correlations are sig. at .01 level)

All the correlation co-efficients were found to be significant and they indicated remarkable relationship between the five areas of PPI and with criterion scores.

3.7 PARTIAL CORRELATION

The product movement correlation reveals the degree of relationship between two variables but the amount of r includes effect of some other variable whose effect was not nullified. To have a correct picture of relationship the effect of other factors should be nullified or partialled out. The partial correlation nullifies the effect of the variable and reduces the spurious correlation between two variables. In the present investigation the researchers applied first and second order partial correlation co-efficient because four variables were considered for analysis namely, (1) Parental Press Scores (2) Socio-Economic Scores (3) Academic Achievement Scores (4) Intelligence Score. The inter-correlation between the four variables are shown in table—24 and the amount of first and second order partial correlation have been show in table-25.

Table—24. **Inter-Correlation Between Four Variables of Boys and Girls.**

Sex	r_{12}	r_{13}	r_{14}	r_{23}	r_{24}	r_{34}
Boys	.13	.45	.13	.20	.28	.30
Girls	.10	.46	.46	.15	.11	.33

Table—25. **First and Second Order Partial Correlation of Boys and Girls Groups**

Sex	$r_{13 \cdot 2}$	$r_{14 \cdot 2}$	$r_{34 \cdot 2}$	$r_{13 \cdot 24}$
Boys	.44	.13	.26	.42
Girls	.44	.45	.31	.35

- (Whereas
1. Parental Press Inventory Score
 2. Socio-Economic Score
 3. Academic Achievement Score
 4. Intelligence Score.

3.8 REGRESSION CO-EFFICIENTS (WEIGHTS)

The Regression co-efficients or weights when applied to the pooling square give a high correlation of the areas of Parental Press Inventory with the criterion. The regression co-efficients were calculated using inverse matrix for the each test. Regression co-efficients were computed by Aitkin's (1937) Method of Pivotal Condensation. Calculations have been shown in the tables given below :

Table—26. Correlation Matrix (Boys N=250)

	$X_1(c)$	X_2	X_3	X_4	X_5	X_6
$X_1(c)$	—	.37	.28	.40	.32	.35
X_2	.37	—	.31	.38	.32	.23
X_3	.28	.31	—	.31	.24	.37
X_4	.40	.38	.31	—	.28	.36
X_5	.32	.32	.24	.28	—	.38
X_6	.35	.23	.37	.36	.38	—
Mean	20.19	13.34	13.30	14.43	14.00	14.03
S.D.	50.08	2.26	2.44	2.02	2.24	2.12

Table—27. Computation of Regression Co-efficients and Multiple
Correlation of Five Areas of PPI for Boys N=250
(Aitkin's Method of Pivotal Condensation)

Slab	Left Block			Middle Block						Check	
	X ₂	X ₃	X ₄	X ₅	X ₆	X ₂	X ₃	X ₄	X ₅		X ₆
X ₂	1.00	.31	.38	.32	.23	-1.00	-	-	-	-	1.24
X ₃	.31	1.00	.31	.24	.37	-	-1.00	-	-	-	1.23
A X ₄	.38	.31	1.00	.28	.36	-	-	-1.00	-	-	1.33
X ₅	.32	.24	.28	1.00	.38	-	-	-	-1.00	-	1.22
X ₆	.23	.37	.36	.38	1.00	-	-	-	-	-1.00	1.34
X ₁	.37	.28	.40	.32	.35	-	-	-	-	-	1.72
(1.1063)	.9039	.1922	.1408	.2987	.3100	-1.00	-	-	-	-	.8456

	1.0000	.2126	.1558	.3305	.3430	-1.1063	-	-	.9355
	.1922	.8556	.1584	.2726	.3800	-	-1.0000	-	.8588
	.1408	.1584	.8976	.3064	.3200	-	-	-1.0000	.8232
	.2987	.2726	.3064	.9471	.2330	-	-	-1.0000	1.0548
B	.1653	.2594	.2016	.2649	.3700	-	-	-	1.2612
	1.2274)	.8147	.1285	.2091	.3141	.2126	-1.0000	-	.6700
		1.0000	.1577	.2566	.3855	.2610	-	-1.2274	.8334
		.1285	.8757	.2599.	.2717	.1558	-	-1.0000	.6915
		.2019	.2599	.8484	.1275	.3305	-	-1.0000	.7754
C		.2243	.1758	.2098	.3133	.1829	-	-	1.1066
	(1.1690)		.8554	.2269	.2222	.1223	.1577	-1.0000	.5844
			1.0000	.2652	.2597	.1429	.1843	-1.1690	.6837
			.2269	.7947	.0469	.2759	.2566	-	.6831
D			.1404	.1522	.2268	.1244	.2753	-	.9196
	(1.3615)		.7345	-.0120	.2435	.2148	.2652	-1.0000	.4461
			1.0000	-.0163	.3315	.2924	.3612	-1.3615	.6073
			.1150	.1903	.1043	.2494	.1641	-	.8236
	Regression Co-efficients			.1922	.0662	.2158	.1226	.1566	.7535

Table—28. Correlation Matrix (Girls) N=250

	$X_1(c)$	X_2	X_3	X_4	X_5	X_6
$X_1(c)$	—	.56	.43	.33	.35	.58
X_2	.56	—	.57	.47	.36	.71
X_3	.43	.57	—	.51	.61	.50
X_4	.33	.47	.51	—	.37	.75
X_5	.35	.36	.61	.37	—	.52
X_6	.58	.71	.50	.75	.52	—
Mean	16.79	13.81	13.58	12.90	14.43	13.56
S.D.	3.72	2.38	2.56	3.42	2.32	2.50

Table—29 Computation of Regression Co-efficients And Multiple Correlation for Five Areas of PPI
for Girls N=250
(Aitkin's Method of Pivotal Condensation)

Slab	Left Block						Middle Block				Check
	X ₂	X ₃	X ₄	X ₅	X ₆	X ₂	X ₃	X ₄	X ₅	X ₆	
X ₂	1.00	.57	.47	.36	.71	—1.00	—	—	—	—	2.11
A X ₃	.57	1.00	.51	.61	.50	—	—1.00	—	—	—	2.19
X ₄	.47	.51	1.00	.37	.75	—	—	—1.00	—	—	2.10
X ₅	.36	.61	.37	1.00	.52	—	—	—	—1.00	—	1.86
X ₆	.71	.50	.57	.52	1.00	—	—	—	—	—1.00	2.48
X ₁	.56	.43	.33	.35	.58	—	—	—	—	—	2.25
(1.4813		.6751	.2421	.4048	.0953	.5700	—1.0000	—	—	—	.9873
B		1.0000	.3586	.5996	.1412	.8443	—1.4813	—	—	—	1.4624
		.2421	.7791	.2008	.4163	.4700	—	—1.0000	—	—	1.1083
		.4048	.2008	.8704	.2644	.3600	—	—	—1.0000	—	1.1004
		.0953	.4163	.2644	.4959	.7100	—	—	—	—1.0000	.9819
		.1108	.0668	.1484	.1824	.5600	—	—	—	—	1.0684
(1.4444)			.6923	.0556	.3821	.2656	.3886	—1.0000	—	—	.7542

C	1.0000	.0803	.5519	.3836	.5180	-1.4444	-	1.0894
	.0556	.6277	.2072	.0182	.5996	-	-1.0000	.5084
	.3821	.2073	.4824	.6295	.1412	-	-	.8425
	.0271	.0820	.1668	.4664	.1641	-	-	.9064
<hr/>								
(1.6046)	.6252	.1765	- .0031	.5708	.0803	-1.0000	-	4478
<hr/>								
D	1.0000	.2832	- .0050	.9159	.1289	-1.6046	-	.7185
	.1766	.2715	.4829	-.0567	.5519	-	-1.0000	.4262
	.0798	.1518	.4560	.1501	.0391	-	-	.8768
<hr/>								
(4.5147)	.2215	.4838	-.2184	.5291	.2834	-1.0000	.2993	
<hr/>								
E	1.0000	2.1842	-.9860	2.3387	1.2795	-4.5147	1.2512	
	.1292	.4564	.0770	.0228	.1280	-	.8194	
<hr/>								
Regression Equation								
<hr/>								
	.1742	.2044	-.2798	-.0373	.5833	.6448		

3.9 MULTIPLE CORRELATION

Multiple correlation is based on the inter-correlation of independent variables and their relation with the dependent variable. It represented the maximum correlation between a dependent variable and weighted combination of independent variables. Multiple—R in the present case was calculated by multiplying the regression co-efficients with the criterion correlation and taken the square—root of the total. Details of calculations have been shown below tables 30 and 31.

**Table—30 : Regression Co-efficients and Criterion Correlations
For Boys (N=250)**

Areas	1	2	3	4	5
Regression Co-efficients	.1992	.662	.2158	.1226	.1566
Criterion correlation	.37	.28	.40	.32	.35

$$\text{Multiple } E^2 = (.1922 \times .37) + (.0662 \times .28) + (.2158 \times .40) + (.1226 \times .32) + (.1566 \times .35)$$

$$rm^2 = .270012$$

$$rm = .60$$

**Table—32 : Regression Co-efficients and Criterion correlation
For Girls (N=250)**

Area	1	2	3	4	5
Regression Co-efficients	.1742	.2044	— .2798	— .0373	.5833
Criterion Correlation	.56	.43	.33	.35	.58

$$\text{Multiple } R^2 = (.1742 \times .56) + (.2044 \times .43) + (.2798 \times .33) + (-.0373 \times .35) + (.5833 \times .58)$$

$$rm^2 = .418369$$

$$rm = .65$$

Complete Regression Equation for Boys and Girls

Value on C could be estimated by the equations given below :

60/Parent and Child

For Boys $X_C = (.1922X_2) + (.066X_3) + (.2158X_4) + (.1226X_5) + (.1566X_6)$

For Girls $X_C = (.1742X_2) + (.2044X_3) + (-.2044X_4) + (-.03735X_5) + (.5383X_6)$

whereas,

X_C = Criterion score predicted

X_2 to X_6 = Scores in the predictors

Standard Error of Multiple — R (Boys)

$$R = \frac{1 - R^2}{\sqrt{N - m}}$$

Whereas,

R = multiple correlation

N = number of cases in the sample correlated

m = number of variables correlated

$$R = \frac{1 - .60^2}{\sqrt{250 - 5}} = .04$$

The population R would fall between :

(i) .52.68 (at .05 level)

(ii) .50 to .70 (at .01 level)

Standard Error of Multiple — R (Girls)

$$\begin{aligned} R &= \frac{1 - R^2}{\sqrt{N - m}} \\ &= \frac{1 - .65^2}{\sqrt{250 - 5}} \\ &= .03 \end{aligned}$$

The population R would fall between :

(i) .52 to .71 (at .05 level)

(ii) .57 to .73 (at .01 level)

Standard Error of Estimates

The standard error of estimates was calculated in order to obtain a single indicator of the goodness of prediction of criterion scores from the predictors (X_2 to X_6). It indicated the probably discrepancies between observed values and predicted values.

The following formula was used :

$$e = \sqrt{1 - R^2}$$

Whereas,

=Standard deviation of the criterion score

=Multiple correlation of the areas of PPI

=Standard error of estimate

Calculated Value of the Standard Error of Estimate for Boys (N=250).

$$\begin{aligned}e &= \sqrt{1-R^2} \\&= 5.08 \sqrt{1-.60^2} \\&= 4.0640\end{aligned}$$

Calculated Value of the Standard Error of Estimate for Girls (N=250).

$$\begin{aligned}e &= \sqrt{1-R^2} \\&= 3.72 \sqrt{1-.65^2} \\&= 2.8272\end{aligned}$$

$4.06 \times 1.96 = 7.9576$ (at .05 level)	} Boys
$4.06 \times 2.58 = 10.4748$ (at 0.1 level)	
$2.83 \times 1.96 = 5.5468$ (at .05 level)	} Girls
$2.83 \times 2.58 = 7.3014$ (at .01 level)	

Thus in the case of boys the predicted value of criterion score (c) from the equation would fluctuate from the obtained value by ± 7.9576 and ± 10.4748 at .05 and .01 level of confidence while in the case of girls it would fluctuate by ± 5.5468 and ± 7.3014 at .05 and .01 level of confidence.

Fiduciary Limits for the Estimated Value on C

The estimated value on C would fall within the limits shown below :

Boys

(i) 12.24—28.14 (at .05 level)

(ii) 9.72—30.66 (at .01 level)

Girls

(i) 11.25—22.33 (at .05 level)

(ii) 9.49—24.09 (at .01 level)

3.10 FACTOR ANALYSIS

The correlation matrix without havings ragainst the criterion was subjected to factorization for spotting out the dominating component of Parental Press Inventory for boys and girls. Results are shown in the tables given below :

Table—32. Correlation Matrix

Areas	1	2	3	4	5
1.	(.38)	.31	.38	.32	.23
2.	.31	(.37)	.31	.24	.37
3.	.38	.31	(.38)	.28	.36
4.	.32	.25	.28	(.38)	.38
5.	.23	.37	.36	.38	(.38)

Table—33. Centroid Unrotated Factor Matrix (Boys)

Areas	I _n	II	h ²
1. Educational	.5640	— .2622	.3868
2. Social	.5570	.0294	.3111
3. Emotional	.5953	— .0967	.3538
4. Physical	.5570	— .0170	.3105
5. Moral	.5988	.4676	.5722

Table—34. Correlation Matrix (Girls)

Areas	1	2	3	4	5
1.	(.71)	.57	.47	.36	.71
2.	.57	(.61)	.51	.61	.50
3.	.47	.51	(.75)	.37	.75
4.	.36	.61	.37	(.61)	.52
5.	.71	.50	.75	.52	(.75)

Table—35. Centroid Unrotated Factor Matrix (Girls)

Areas/Tests	I	II ₀	h ²
1. Educational	.7491	— .1554	.5853
2. Social	.7438	.3095	.6490
3. Emotional	.7571	— .2184	.6208
4. Physical	.6561	.3912	.5835
5. Moral	.8581	— .3435	.8543

Rotation of Reference Axes

The rotation of reference axes was done to include the tests falling outside the orthogonal according to Guilford (1952)¹ "some rotational procedures is usually necessary to achieve an order in data that has a parallel in psychological, concepts, rotation of reference axes are generally needed to yield a meaningful reference frame". Keeping this suggestion in view factors were rotated by using the method of orthogonal rotation. When factors are right angles they represent wholly independent factors and have no common entity or overlap.

The rotated loadings were calculated for boys and girls groups respectively, as shown in table—36 and 37.

Table—36. Rotated factor Loading for Boys

Areas	I ₁	II ₁	b ²	Specific Variance
1. Educational	.6059	.1404	.3868	.6132
2. Social	.4209	.3659	.3111	.6889
3. Emotional	.5287	.2932	.3637	.6363
4. Physical	.4495	.3295	.3106	.6894
5. Moral	.1842	.7372	.5774	.4226

Table—37. Rotated Factor Loadings for Girls

Areas	I ₁	II	h ²	Specific Variance
1. Educational	.7230	.2502	.5833	.4147
2. Social	.4804	.6467	.6490	.3510
3. Emotional	.7621	.2001	.6208	.3792
4. Physical	.3672	.6720	.5835	.4165
5. Moral	.9129	.1444	.8543	.1457

3.11 DECILE NORMS OF PARENTAL PRESS INVENTORY

A centile point is value on the measurement scale below which are the given percentage of cases. The decile data are multiples of 10 such as 90th, 80th, 70th etc, down to the 10th.

1. Guilford, J.P., When not to Factor Analyse, Psychological Bulletin, 1952, 49, 26—37.

These deciles divide the distribution of scores into tenths just as quartiles divided into quarters and the median into halves. The method of calculating deciles is the same as that employed for finding the percentile and median. The decile norms of scores of boys and girls in the five areas of parental press were calculated and the obtained values have been shown in the Table 38—39.

Table—38. Showing Decile Norms of Areas of PPI of Boys Groups

	Area 1	Area 2	Area 3	Area 4	Area 5
P ₉₀	16.13	16.08	16.42	15.43	16.31
P ₈₀	15.50	15.42	15.79	15.87	15.78
P ₇₀	15.00	14.76	15.05	14.31	15.26
P ₆₀	14.25	14.19	14.39	14.75	14.73
P ₅₀	13.62	13.68	13.81	14.17	14.22
P ₄₀	13.00	13.17	13.24	13.58	13.71
P ₃₀	12.30	12.66	12.66	12.99	13.31
P ₂₀	11.32	11.53	11.44	12.28	12.70
P ₁₀	10.10	9.12	9.44	10.88	11.25

Table—39. Showing Decile Norms of Area of PPI of Girls Group.

	Area 1	Area 2	Area 3	Area 4	Area 5
P ₉₀	16.35	16.29	16.31	17.30	16.21
P ₈₀	15.81	15.69	14.73	16.19	15.74
P ₇₀	15.27	15.10	15.15	15.68	15.26
P ₆₀	14.74	14.86	14.56	15.17	14.19
P ₅₀	14.15	14.39	13.77	14.66	14.19
P ₄₀	13.53	13.38	12.93	13.71	13.41
P ₃₀	12.90	12.81	11.85	13.18	12.63
P ₂₀	12.00	11.74	10.50	12.69	11.45
P ₁₀	10.61	9.83	7.38	11.12	9.56

CHAPTER 4

Findings and Interpretations

Interpretations of results is the most important part in any research investigation. The raw scores do not offer any meaningful information unless they are analysed and interpreted. The purpose of interpretation is adding meaning to the obtained statistics and explain the trend revealed through the data. It demands a critical evaluation of the statistical findings. The results shown in the last chapter are interpreted as mentioned below :

4.1 DISTRIBUTION OF SCORES

The scores of boys and girls in the five areas of parental press have been shown in tables 8 and 9 respectively. The skewness and kurtosis for both the groups have also been calculated and their indices have been shown in tables 10 and 11.

In the case of boys skewness on the negative side was observed in the four areas of parental press namely, educational (-0.51), emotional (-0.87), physical (-0.52), and moral (-0.45) whereas the skewness was positive in the area of social (0.92). In the case of girls the negative skewness was observed in the areas of educational (-0.32), social (-0.84), amotional (-2.41) and physical (-0.45) whereas positive skewness is observed only in one area *i.e.* moral (1.29).

The kurtosis refers to the homogeneity or heterogeneity of measures within a distribution. In a homogeneous distribution the measures intend to be heavily concentrated about the average. Homogeneous distributions are called leptokurtic whereas heterogeneous distributions are called platykurtic which will have no concentration and will be widely dispersed. The distributions which are similar to normal and concentrated about average are called mesokurtic. The scores of the two groups showing kurtosis greater than .263 clearly indicate platykurtic nature of the curve. These values in all the five areas of the parental press have been shown in tables 10 and 11 for boys and girls groups respectively. In the case of boys group the distribution is platykurtic in educational area (.279) whereas in all the rest four areas leptokurtic nature has been observed. One can draw inference that the scores in the educational area of parental press are not heavily concentrated around the average but are dispersed. It means that there are dispersion in the scores of boys so far as the educational area of parental press is concerned. It is heterogeneous group and individual differences are more in the scores of this particular area. The leptokurtic nature is observed in all the rest four areas of parental press in case of boys group. One can safely conclude from this observation that boys scores are heavily concentrated about the average scores and homogeneity in their scores in the areas of social, emotional, physical and moral is observed.

In the case of girls the leptokurtic distribution has been observed in the areas of educational, social, physical and moral areas whereas the platykurtic nature has been observed in the area of emotional. This observation clearly indicates that in the four areas where leptokurtic nature has been observed, the scores are not heavily concentrated but are dispersed. There is more diversions in the scores. Contrary to it in the area of emotional the scores are heavily concentrated about the average scores and homogeneity in the scores of girls group is observed.

There is no similarity in the distributions of scores of the two sexes in the two areas of parental press namely, educational and emotional. the distribution of scores in educational area of parental press in case of boys is platykurtic and that of girls is leptokurtic. In another area namely emotional there is no similarity in the distribution of scores of

the two sexes as in the case of boys and girls the leptokurtic and platykurtic nature of the curve has been observed respectively.

4.2 MEAN, S. D. AND CRITICAL RATIO BASED ON THE SCORES OF BOYS AND GIRLS IN THE AREAS OF PARENTAL PRESS INVENTORY

The mean and standard deviations were calculated from the scores of boys and girls in the five areas of parental press for the comparison of the mean scores. Finally the critical ratios were calculated. The table 13 shows the value of critical ratios. The interpretations of significance of mean difference of parental press of boys and girls have been discussed below :

1. Educational

The girls students' exhibited a significance higher mean value than that of the boys as the critical ratio came to be 2.22 which is significant at .05 level to confidence. It means that parents of the girls take more care of the educational progress of their wards. They would be anxious to see that their daughters get better points and divisions. Reddy (1973) reported that the variables of parental value in education, emotional climate in the home, parental encouragement, educational facilities in the home were found significantly associated with achievement in one subject or the other. Apart from it girls generally come from well-to-do urban families whereas boys come from every stratum of society. The male students would not be getting better facilities at their homes. The parents and guardians who would be comparatively earning less would not be paying much attention to the education of their sons. Desai (1962) revealed that city families are better placed economically than the rural families and thus devote more attention towards their children. The girls are more obedient and as such they follow the suggestions very seriously if given by their parents. Majundar (1972) reported that parent-child relationship, discord in home, had the negative effect on the children personality and behaviour. Menezes (1978) revealed that a positive and significant correlation was found between family atmosphere and family adjustment as perceived by adolescents. One does not observe any type of indifference between parents and daughters in our Indian Society and as such the girls do better in their studies than their counterparts.

2. Social

The boys and girls included in the sample did not show any difference in the social area of parental press. The null hypothesis when tested against the mean scores of both the groups through critical ratio revealed insignificant difference. The value of critical ratio came to be 1.15. The education has brought a radical change in the outlook of the parents/guardians and as such they do not hesitate in allowing their female children for attending social functions etc. One can thus draw a conclusion that the parents are equally aware in providing a congenial social atmosphere to their children irrespective of their sex. They are also conscious that socially and culturally deprived children can not perform better in facing the day-to-day challenge in life. Aphole (1962) concluded that the Indian parents were keen to provide all facilities to their children. The result of the present investigation of this area is not similar to the observations made by Seth (1970), Mattoo (1972) and Tiwari (1977)

3. Emotional

The calculated value of the critical ratio between the average scores of boys and girls in the emotional area came to be 6.10 which is significant at .01 level of confidence. The group of boys had comparatively secured better points. It was also supported by the study conducted by Mattoo (1972). The girls are emotionally disturbed and are victims of frustration and meladjustment because their parents exercise greater control over them than over their sons (Reddy—1966, Mahale—1975 and Beedawat—1976). It is a fact that emotional factors affect the growth of a child for example, children deprived of parental care fail to show proper growth if excellent diets are provided to them.

The emotionally deprived children do not take interest in their day-to-day studies. Where the parents child tie does not exist or is ruptured and where the boy in general and girl in particular is not speedily allowed to form a new and permanent relationship to some one, he or she may suffer apparently irreversible warping of his emotional development and be unable throughout the subsequent life to form adequate relationship with other human beings. The attitude of their children to their studies is deeply effected by the degrees of encouragement their parents give them. In our own country the male child is

taken on a higher degree by their parents and other members of society than its counterparts. Female child if born in Indian families is treated as liability and as such the Indian parents pay more attention towards male child. The male child shows few symptoms of emotional instability because his parents are ambitious for his academic success. The girls do not establish and develop emotional rapport with their parents because modesty and shyness prevent them from expressing their feelings and emotions. The Indian parents think that the male child would solve their bread and butter problem in their old age.

4. Physical

The mean scores of girls were found to be significantly higher than that of the boys and the difference is statistically significant at .05 level of confidence. The calculated value of the critical ratio came to be 2.11. This difference is obviously, due to the fact that girls in the educational institutions belong to well-to-do families and they generally attain maturity earlier than boys. In the boys educational institutions the students are coming from all strata of society. The poor parents do not pay more attention towards their physical health and provide less nutritive food to their children. The present finding is supported by the findings of research conducted by Tiwari (1975) and Pathak (1975).

5. Moral

In the case of moral area of parental press the value of critical ratio between boys and girls came to be 2.27 which is significant at .05 level of confidence. The boys obtained better points (14.03) in this area than to that of girls (13.56). As the child grows he is exposed to moral values, both explicit and implicit, emanating from his parents. The parents give more moral preaching to their sons because they are afraid that their sons would easily go stray if not told of the consequences. The Indian parents also felt that the morality taught in the class-room is seldom practised in life and thus they impart moral teaching to their male children so that they may not participate in anti-social activities.

4.3 MEAN, S. D. AND CRITICAL RATIO BASED ON THE SCORES OF HIGH AND LOW SOCIO-ECONOMIC STATUS OF RURAL AND URBAN BOYS AND GIRLS IN THE FIVE AREAS AND TOTAL SCORES OF PARENTAL PRESS INVENTORY

As mentioned earlier, the central theme of present investigation was

to see the sex difference in parental press at different socio-economic levels. The researchers selected eight groups and calculated mean and standard deviation of these groups in five areas of parental press and scores which have been shown in tables 14 and 15. The significance of mean difference in five areas and total scores of parental press of different sex combinations based on locality (Rural and Urban and socio-economic status (high and low) also were calculated and the results are shown in tables 16, 17, 18 and 19.

(a) Urban Boys and Girls of High Socio-Economic Status

Table 16 reveals that all but one critical ratio are significant at .01 level of confidence. The critical ratio against the mean scores in physical area came to be .73 which is insignificant. All the critical ratios indicated that the boys belonging to well-to-do families were getting much attention and their parents were taking much care of their growth and comfort.

(b) Urban Boys and Girls of Low Socio-Economic Status

The critical ratios calculated for checking the mean difference of the Urban boys and girls belonging to lower socio-economic stratum in the various parental press areas. The critical ratios revealed that significant differences appeared in mean scores of these groups against education (3.29), social (4.36), emotional (4.18) and total scores (6.60). Insignificant critical ratios appeared against the mean scores in physical (.08) and moral (1.67) areas. The critical ratios have affirmed that boys were being paid more attention. The poor parents of urban locality naturally cannot provide moral physical comfort to their children and girls would be comparatively getting less attention. In case of choice between the education of boys and girls, boys would be given preference and girls would be asked to stay at home.

(c) Rural Boys and Girls of High Socio-Economic Status

Table 18 reveals that all the critical ratios were insignificant except in the physical area of parental press. It means that rural parents of high socio-economic status comparatively attach more importance to the physical well-being of their male children. This tendency would be due to the fact that in Indian society male children are supposed to manage the landed and other business in the absence of their fathers. The male

children ultimately inherit the property. Girls on the other hand have to play the secondary role in the household management.

(d) Rural Boys and Girls of Low Socio-Economic Status

Table 19 reveals that the rural boys exhibited significant higher mean values than the rural girls belonging to low socio-economic status in the area of emotional, moral and total scores of parental press. The values of critical ratios came to be 4.38, 2.69 and 5.51 respectively. It means that the boys of low socio-economic status are shown comparatively more affection. Here again the attachment of the parents to their male children have been depicted.

4.4 INTERPRETATION BASED ON ANALYSIS OF VARIANCE

The analysis of variance were applied to have a global picture of the effect of sex, locality and economic status on the total parental press scores of the student. The design of analysis of variance was $2 \times 2 \times 2$ *i.e.* sex (boys and girls), locality (rural and urban) and economic status (high and low).

The F-ratios against the three treatments *i.e.* independent variables have been shown in table 46 in Chapter-III. All the calculated F-ratio were insignificant. The effect of intelligence was not seen as the groups were equated on the basis of intelligence scores. It was revealed that the sex, locality and economic status had no significant effect on the total scores of parental press. The F-ratios for double and triple interaction are also insignificant. It means that the variables (Independent) do not influence parental press scores jointly. The organisation has effected the life pattern of Indian families both urban and rural areas and has given new dimension to the attitude of the Indian parents. It has brought changes in the child-rearing practices. The parents are now more education conscious and wish that their children should get better education. They try to provide all facilities whatever they can to their children. The findings of the present investigation is similar to the findings revealed by Aggarwal (1975) and is opposite to the findings of Srinavasan (1969).

4.5 INTERPRETATIONS BASED ON PARTIAL CORRELATION

The correlation between parental press and academic attainment of the boys and girls was worked out nullifying the effect of socio-economic and intelligence etc. Rao (1965) and Menzes (1978) tried to

calculate the relationship of various factors with academic achievement as well as between the level of communication of parents (father and mother) and family atmosphere and family adjustment. The first and second order partial correlations were computed and the values obtained are shown in table-25. The results clearly reveal that there is substantial relationship between the parental press scores and academic achievement scores after nullifying the effect of two variables namely socio-economic status and intelligence came to be .42 and .35 for the boys and girls groups respectively. These results clearly indicate that the parental involvement has the positive effect on the academic achievement of the students. The academic performance of younger generation would be definitely better if parents pay proper attention and provide better facilities for their children. The affection, proper care, timely help to students when they face difficulty in solving questions and exercises etc. have positive effect on the child. He/She feels satisfied and encouraged.

4.6 INTERPRETATIONS BASED ON THE REGRESSION WEIGHTS FOR THE PREDICTORS USED

The regression weights for the predictors used have been discussed below for the two groups.

(a) Boys :

The regression weights calculated from the correlation co-efficients indicate that emotional, educational and moral areas of parental press make major contribution to the academic achievement of boys, The calculated value of regression weights for emotional, educational and moral came to be .2158, .1922 and .1566 respectively. The weights for physical and social areas were found to be .1226 and .0662 respectively Jain (1961) concluded that the effect of emotional tone of the home on academic achievement was positive in case of boys.

Home plays a very vital role in the effective teaching learning process. The children feel satisfied if they receive, proper guidance from their parents in day-to-day life. The emotional stability, academic care and moral lessons given by the parents to boys help in obtaining better examination marks as well as in inculcating interest and love for their studies. There is no denying fact that for effective learning one should be emotionally stable. An emotionally stable individual is more attentive and develops intuitive insight. Education is a life long process and is not confined to educational institutions only. The educational process

takes place at any place at any time. All those who come into contact become their educators.

The moral and ethical values are the most important factors for leading a prosperous life. The crisis in social life is mainly due to loss of confidence in moral values. Immorality leads one to involve in anti-social activities. One can easily go stray if one has no moral faith. It is proving true for our Indian youth. The parents do not get time in telling the children the significance of ethical code in life.

(b) Girls

In the case of girls the regression weights against moral, social and educational areas of parental press came to be .5833, .2044 and .1742 respectively. The regression weights against emotional and physical areas came to be $-.2798$ and $-.0373$ respectively.

Here moral, social and educational areas appear to be contributing much to the academic achievement. Morality, social participation and desirable educational facilities help in developing self-confidence in the girls. For having a better academic attainment of their girls it is the duty of the parents to give special attention to these three areas. It will develop sense of responsibility in the students and they will devote more time to their studies.

Physical health plays important role in the effective learning. A sound mind in a sound body is an old dictum. The regression weights for the physical area of parental press was .1266. Better physical facilities definitely helps in developing self-confidence in children and they can thus devote more time towards their studies.

From the above statement it can be said that the four areas of parental press can help in predicting the academic achievement of the boys. The negative weights against these areas indicate that these are working as suppressor variables. They would be minimizing the spurious effect of the variables which could not be controlled. Jain (1961) revealed that emotional tone of the home on academic achievement was negative in case of girls.

4.7 MULTIPLE CORRELATIONS

The amount of multiple correlation co-efficients calculated from the

correlation and regression co-efficients were found to be significant to a high degree in the cases of both boys and girls came to be .60 and .65 respectively. These values of multiple correlation indicate that the independent variables (areas of parental press) which were used as predictors of academic achievement correlate significantly with the criterion (academic achievement).

4.8 STANDARD ERROR OF ESTIMATE AND PREDICTABILITY OF REGRESSION EQUATION.

The interpretations of standard error of estimate and predictability of regression equation of both boys and girls have been given below :

Boys

The standard error of estimate calculated from the multiple-R and standard deviation of the scores of boys in academic achievement was found to be 4.06. This standard error reveals that any prediction made on the criterion (academic achievement) from any set of scores on the selected five areas of parental press would show fluctuations of ± 7.9576 and ± 10.4748 from the obtained value at .05 and .01 level of confidence respectively.

Girls

The standard error of estimate calculated (page 123) from the multiple correlation and standard deviation of girls in academic achievement came to be 2.82. It suggested that the predicted value on the criterion (academic achievement) from any set of scores in the predictors would fluctuate by ± 5.5468 and ± 7.3014 from the obtained value at .05 and .01 level.

In both the cases the prediction of scores on academic achievement would not show much deviation from the obtained value. The equations can be used for predicting academic achievement scores of boys and girls.

4.9 INTERPRETATION BASED ON FACTOR ANALYSIS FOR THE AREAS OF PARENTAL PRESS

(a) Boys

The co-efficient of correlation between five areas of parental press have been shown in table 22. All r values are significant at .01 level. Positive relationship exists in all the five areas of parental press with difference in degree. After the perusal of finding it can be said that low

correlation but significant relationship exists between areas of educational and emotional (.38), physical and moral (.38), emotional and physical (.37), emotional and moral (.38), emotional and physical (.37), emotional and moral (.36), educational and physical (.32), educational and social (.31), social and emotional (.31), emotional and physical (.25), social and physical (.24), and educational and moral (.23). It can be said that all the five areas of parental press are inter-related with each other. The factor analysis was done to find the underlying factors responsible for the correlation between parental press areas. The tables 33 and 36 show unrotated and rotated factor loadings of boys group. From the observation of the table 69 it is observed that high first factor loadings appears against area educational (.6059) and high second factor loadings appears against area moral (.7392). First factor may be identified as 'education consciousness' and second factor as 'moral consciousness'. The emotional press (.5287) is closely associated with the education consciousness and area of social press (.3659) with second factor. The parents would be paying more attention for their male children. The children deprived of parental care and affection would fail to achieve desirable academic achievement. The students whose parents do not pay attention to their studies get emotionally disturbed, and ultimately they become despondent and depressive. The second factor signifies that the parents would be paying attention for the moral development of their children. Morality, if preached at home will definitely have its positive effect on the child's conduct. The moral values are still regarded as high virtue. If a person is honest, follows some ethical values, would not involve himself in corrupt and other anti-social activities. The teaching of morality by their parents would definitely deviate the boys in not indulging in destructive activities. Morality cannot be thought in isolation and therefore must always be linked with the life because everyone is supposed to practice the morality in social life.

(b) Girls

The co-efficients of correlation between five areas of parental press have been shown in table 23. All r values are significant at .01 level of confidence and positive relationship exists between all the areas of parental press. High relationship exists between areas of emotional and moral (.75), educational and moral (.71), substantial and marked relationship exists between social and physical (.61), educational and social (.57), physical and moral (.52), social and emotional (.51), social

and moral (.50) educational and emotional (.47), and low correlation but significant relationship exists between emotional and physical (.37), educational moral (.36). The factor analysis done on the basis of the correlation co-efficients. The table 37 shows rotated factor loadings of girls group. It is obvious from the table that high first factor loading appears against the area of moral (.9129) and the second high factor loadings appears against the area of physical (.6720). The first factor may be called as 'moral consciousness' and the second factor may be identified as 'care for physical health'. The first factor signifies the importance of moral fibre. It is an established fact that for the girl students morality is a must. Strong moral fibres developed properly among our girls will help them not to involve in such activities which are disliked by the society. They will not develop the habit of showing off and will not follow the western pattern of behaviour. The second factor indicates that the parents of the girls would be taking care for providing suitable condition for their physical development. If they are physically healthy, they would naturally take more interest in life.

4.10 MEASURING DEVICES, NORMS AND OTHER PARAMETERS

As mentioned earlier, the central theme of the present investigation was to prepare parental press inventory. The researcher consulted the previous researches available regarding the type of inventory to be developed. Mackinnon (1838), Kagan (1956), Radeke (1946), Brown Morrison and Couch (1947) and Hakes, Burchinal and Gardner (1956) obtained description of parents as perceived by their wards with the help of multiple choice items. Lippitt and Hoffman (1959) have developed procedures namely "Who does it" ? and "some kids' parents" for use with elementary school children. Grey (1959) used Osgoods' format for the children with a series of paired adjectives. Lity and Livitt (1955) and Alexander (1952) adopted incomplete sentence procedures and adult-child interaction test respectively. Ausubel (1954) followed projective technique and constructed story completion test as well as parent attitude rating scale. Apart from it a number of inventory and scale prepared in our country have also been consulted. It was finally decided to develop the parental press inventory of Yes/No type.

The researcher also prepared achievement test in English and General knowledge. Socio-economic questionnaire was also prepared

by the present investigator. The details of these measuring devices have been given in Chapter—II.

Significance of the scores of any student in the parental press inventory can be seen from the decile Norms presented in the tables 38 and 39. Both boys and girls securing 12 or 13 in all these five areas exhibit that they are not getting proper attention from their parents whereas securing 15 and above marks would show that they are getting proper parental care.

The composite reliability of parental press inventory and achievement test in general knowledge came to be .77 and .79 respectively which are fairly a good index. The reliability co-efficient of achievement test in English came .73 which is also a good index.

For calculating of validity co-efficient of the three achievement tests *i.e* the external criterion was taken. The matriculation examination marks in these three subjects. The calculated value of the validity co-efficients came to be .67 and .71 for English, General knowledge and Arithmetic Achievement Tests.

The researchers also computed the predictive validity of the regression equation for both boys and girls groups. For this purpose a fresh sample of 100 students, boys and girls separately were picked up. The correlations between their predicted and obtained scores were calculated for boys and girls groups which come .67 and .53 respectively. These two obtained indices were taken the forecasting efficiency of the regression equation.

CHAPTER 5

Conclusions, Educational Implications and Suggestions for Further Research

The statistics calculated from the scores of boys and girls in various measuring devices used in the present study have been presented in the Chapter-III. The findings and interpretations based on these statistical results have been presented in the Chapter-IV. The discussions lead to the following conclusions.

5.1 CONCLUSIONS

1. The distribution of scores of boys and girls in all the five areas of parental press show a lack of symmetry and have deviated from the normal. In the case of boys skewness on the negative side was observed in the four areas of parental press namely, educational, emotional, physical and moral whereas the positive skewness was seen in the area of social press. In the case of girls negative skewness was observed in the areas of educational social, emotional and physical whereas positive skewness is observed in the area of moral press.

In the case of boys group the distribution is platykurtic only in educational area whereas in all the rest four areas leptokurtic nature has

bern observed. In the case of girls group the leptokurtic nature has been observed in the areas of educational, social, physical and moral press whereas the platykurtic nature has been observed only in the area of emotional press.

2. The critical ratio calculated for the mean scores of all the five areas of parental press of boys and girls suggest that the girls on the average secured better points in educational and physical areas. Boys exhibited better scores in emotional and moral areas. No significant difference was observed between the mean scores of boys and girls in the social press.

3. The critical ratio calculated for the mean scores of rural and urban boys groups belonging to high and low socio-economic status indicated that (a) urban boys belonging to high socio-economic status secured better points in the four areas (Educational, Social, Emotional and Moral) than the urban girls of high socio-economic status. No significant difference was observed between the mean scores of the two sexes belonging to the urban locality and high socio-economic status in the area of physical press. (b) Rural boys belonging to low socio-economic status secured better points in the areas of educational, social, emotional and total than rural girls belonging to low socio-economic status. No significant difference could be observed in the average scores of physical and moral areas of parental press. (c) Rural boys and girls of high socio-economic status showed no significant difference in educational, social, emotional and moral areas of parental press except in the physical area. (d) Rural boys belonging to low socio-economic status exhibited significantly higher points than their counterparts in the areas of emotional, moral and total scores of parental press.

3. There is significant relationship between the parental press scores and academic achievement when the effect of socio-economic status and intelligence was partialled out.

4. Sex, locality and economic status do not effect the parental press scores.

5. The emotional, educational and moral areas of parental press make major contribution in the prediction of academic achievement of boys when the five areas of parental press are used as predictors. The regressions weights against emotional, educational and moral areas came

to be .2158, .1922 and .1566 respectively. In the case of girls the regression weights against moral, social and educational areas of parental press came to be .5833, .2044 and .1742 respectively and as such they contribute much in the prediction of academic achievement. In the case of girls the two areas namely, emotional and physical work as suppressor variables as the calculated values of regression weights appeared with negative signs. The parental press made in relation to educational and moral development has positive effect on the academic achievement of both boys and girls groups.

6. The factor analysis based on the correlations between five areas of parental press revealed that for both the groups moral press plays dominating role among the five areas. Parents would be attaching much importance to moral preaching.

5.2 EDUCATIONAL IMPLICATIONS

It has been felt for a long time that the effect of parental involvement in the education of the child should be empirically investigated. Owing to the need and importance of this problem the researcher undertook this project for her research degree. Early childhood education in right direction is more important in developing sense of moral values and social traits in children. Those who deal with children should bear in mind that children grow and develop at their rates. Proper environment should be provided by the parents for the desirable and positive growth. The dealings of adults with the children should be such that they feel free to express their difficulties.

At present the new philosophy regarding children is that "babies are human beings and children are peoples". They are not plants which could be reared up according to some set formulas. They are not something to be "used" for the convenience, the amusement or the pride of their parents, nor even to be bossed or bullied "for their own good". Each child develops an inner world of values and purposes and the parents play a vital role in shaping them.

Psychologists have discovered "tender loving care" and good parenting as the important elements in an infant's experience. The love and affection showered on children in early stage leave permanent impression on the personality. The problem of parental press cannot be solved simply by transforming the emotional burden from the child to

the adult. Modern parent is no more "to blame" than the yesterdays' child was "to blame". There is no doubt that both are the victims of maladjustment and wrong upbringing but parent must learn to satisfy the child's fundamental wishes without enslaving himself and surrendering his own efficiency as a person to the child's momentary desires. The parents must make room in their hearts and then in their house and then in their schedule for their children. To-day's parent has a much more complex task of raising a young child. Some of the most significant changes affecting the lives of parents viz. occupational mobility, the break down of friendly stable neighbourhoods, separate patterns of social life for different age groups and delegation of child care to institutions.

Majority of the parents think that "the school knows best" and they feel relieved of their responsibility regarding the education of their children the moment they send their children to the school. Parents have important role to play in the formative years. Parents who take a keen interest in their children's education can know the difficulties of their children and can help them. The concern of educating the child is not the prime responsibility of the formal agencies only but also informal agencies like home. Studies made under the field of educational researches have revealed influence of parents, their occupations, and effect of their interest on the growth of child. The study of parental press drew the attention of research workers in recent years. This topic most probably originated primarily with the "Chicago School" of 1928's and 1930's—leading exponents were William Fielding Ogburn, Mayr Nimkaff, and Earnest Burgers.

One of the main findings of the present investigation was that the Indian parents irrespective of locality and socio-economic conditions reveals that more importance to the education of male children is still attached and girls are comparatively ignored. This attitude should be changed and parents should be convinced of the fact that the education of girls is equally important. Women have proved that they can perform all types of jobs.

It was observed in this study that in case of boys emotional, educational and moral areas contributed much whereas in the case of girls moral, social and educational areas of parental press played a major

role in predicting the scholastic achievement. Parents should take care that the children should develop moral sense in them. It could be done by providing better examples. The behaviour of the elder members in the family should be based on some moral principles. 'Moral is caught and not taught' is an old adage. Home and school should remain as a refined and rectified social institutions. Parents/teachers should present modal of behaviour through their words and actions.

The educational institution should try to get the parents involved in the education of their wards. It can be done through parent-teacher association. Unfortunately at the moment we are facing the issue of 'problem Parents' more in magnitude than 'Problem Children'. On the basis of the observations made under this investigation it can be suggested that the counselling services should be provided to the Indian parents also. Under this study an attempt was made to determine the degree of effect of parental press on the academic attainment of children.

The findings have revealed that attention paid by the parents towards the education of their children works like booster.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Several problems cropped up while making investigation but it was not possible to pay attention to them, They were left in loose strings. Anybody interest can pick up the ends of those strings and proceed further as suggested below :

1. The parental press of the over and under achievers at secondary stage could be studied intensively. The socio-economics intelligence, educational interest could also be compared. It would reveal the factors associated with better achievement.

2. The information regarding the view of parents and the amount of parental care could be collected through interview. It will reveal how much care parents take regarding the education of their children. What difficulties they face and how much attention children pay to their advice.

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3. The academic achievement of the students whose parents take much care and whose parents fail to do so due to one reason or the other could be compared. The information regarding parental press could be collected through interview and questionnaire. The academic attainment could be measured through objective tests. It would reveal effect of parental press of the students.

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